



# 2025-2026 Master's Psychology Programs Handbook

MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Department of Psychology & Philosophy

SAM HOUSTON STATE UNIVERSITY | Box 2447, Huntsville, TX 77341-2447

*A Member of the Texas State University System*

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## Welcome to SHSU's MA Psychology Programs

The MA Psychology Programs (MAPP) committee welcomes you to SAM! Graduate education at Sam Houston State University seeks to prepare students to become intellectual leaders in their professions, and the Department of Psychology and Philosophy has pursued this goal with graduate training in scientific and professional psychology since 1984. For almost four decades, we have trained capable practitioners and scientists, prepared students for doctoral study, and supported personal growth. We hope that you find your time with us fulfilling and rewarding.

Our *Master of Arts in Experimental Psychology* is focused on the scientific sub-disciplines of Psychology. As the name indicates, the program is experimentally oriented and students are expected to become involved in research throughout their tenure at SHSU. This program educates students to be effective researchers in the areas of experimental psychology (e.g., social, physiological, cognitive, developmental, learning, research methods, and statistics) and does not involve training in the delivery of psychological services. Students often use their training to gain admission into doctoral psychology programs, become college instructors, or pursue research-based positions.

Our *Master of Arts in Clinical Psychology* program is designed to produce scholar-practitioners who (a) have broad-based knowledge in the scientific, theoretical, and conceptual foundations of psychology, (b) exhibit Masters-level competencies in evidence-based psychotherapy and intervention skills, (c) demonstrate Masters-level proficiencies in personality and cognitive assessment, and (d) are able to consume, critically analyze, and utilize scientific methods of inquiry in psychological practice. Graduate training is directed toward eligibility for licensure as a Psychological Associate (LPA) from the Texas State Board of Examiners of Psychologists (TSBEP). In addition, the Program offers a thesis concentration to support those graduates who desire to pursue further doctoral education.

### Purpose of this Handbook

This handbook is intended to provide you with information about our program requirements and to facilitate your progress through our programs. Each student is expected to read this handbook and be familiar with its contents. The information in this Handbook supplements that in other University publications: the Graduate Catalog, the University Student Guidelines, the University's Guide to the Preparation of Theses and Dissertations.

During your tenure here, changes in the curriculum or our policies may occur; generally, any new requirements will be limited to new students. Students who are already enrolled in one of our programs will usually continue to be guided by the rules in effect at the time they were admitted to the program. However, some changes required by SHSU, the state, or accreditation become effective immediately and will apply to all students regardless of admission year.

Please note that all students are expected to demonstrate professionalism in the academic setting. "Professionalism is **how you interact as well as what you produce**. Interacting with others appropriately and respectfully, communicating clearly and directly and interpersonal skills are all essential to being professional."

(<http://surreyprofessionaltraining.pbworks.com/f/PERSONAL+PROFESSIONALISM+LEAFLET+FINAL.pdf>). Other tips on professionalism in the academic setting can be found at <https://www.cpcc.edu/sites/default/files/2019-04/star-resources-academic-professionalism.pdf>.

# Mission Statements

## *Sam Houston State University*

Sam Houston State University is a student-centered, community engaged institution whose mission is to offer an accessible, quality higher education. The university offers a variety of innovative and flexible degree programs at the undergraduate, graduate, and professional levels focused on career readiness, personal and professional development, and service. SHSU provides integrated academic and student success services designed to support traditional and non-traditional students from diverse backgrounds.

## *College of Humanities and Social Sciences*

The College of Humanities and Social Sciences (CHSS) provides an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the CHSS facilitates personal growth, competent professionalism, and responsible citizenship.

## *American Psychological Association*

The mission of the American Psychological Association is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives by

- Utilizing psychology to make a positive impact on critical societal issues.
- Elevating the public's understanding of, regard for, and use of psychology.
- Preparing the discipline and profession of psychology for the future.
- Strengthening APA's standing as an authoritative voice for psychology.

## *The Department of Psychology and Philosophy*

The Department of Psychology and Philosophy supports the Mission Statement of the University and that of the CHSS. The Department is committed to providing a quality educational environment conducive to scholarship and the acquisition of knowledge and applicable skills. We recognize that this ideal requires the effective use of faculty expertise and creativity, sensitivity to needs of university and community, and genuine concern for the abilities and goals of students

## *Masters Psychology Programs*

The core faculty of the SHSU Masters Psychology programs envision a dynamic collaboration that highlights the exchange between theoretical, scientific, and applied principles of psychological science. Faculty place a strong emphasis on fostering a sense of community for students and faculty, as well as supporting student success and offering individualized mentoring to students. Students will be trained as both effective consumers and active producers of scientific knowledge in the field of psychology, which will enhance their career opportunities and improve the academic reputations of the Psychology Master's programs and SHSU.

# SHSU Statement of Belonging

As a core value at SHSU, we are committed to being an institution that is welcoming, compassionate, and supportive, a place that provides all students, faculty, and staff the opportunity to engage, learn, and work in an environment of mutual respect and understanding. We strive to foster a campus culture of belonging where everyone is valued and has a positive, meaningful experience.

## Sam Houston State University Nondiscrimination Statement

Sam Houston State University is committed to an inclusive educational and work environment that provides equal opportunity and access to all qualified persons. SHSU in accordance with applicable federal and state law (including Title VII and Title IX) and institutional values, prohibits discrimination or harassment on the basis of race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran's status, sexual orientation, gender identity, or gender expression in employment, educational programs, activities, and admissions. Each supervisor, faculty member, employee, and student is responsible for maintaining an environment that is free of discrimination and for addressing behaviors that violate this obligation in accordance with this policy.

If you are concerned that you or another student or member of the Program has been the victim of discrimination or harassment, we encourage you to consult with the SHSU Office of Experience: <https://www.shsu.edu/inclusion/> or Title IX: <https://www.shsu.edu/titleix/>

## **Adherence to APA Ethical Principles and Code of Conduct**

All students are expected to conduct themselves in accordance with the Ethical Principles of Psychologists and Code of Conduct (EPPCC) of the American Psychological Association, which can be found online at:

<http://www.apa.org/ethics/code/index.aspx>

You can also find a copy of the EPPCC in Appendix F of this manual.

The Clinical Psychology Masters Program is also aligned with the Rules of the Texas State Board of Examiners of Psychologists.

<http://www.tsbep.texas.gov>

The Clinical Psychology Master's Program affirms the principle--underscored in the APA EPPCC and Committee on Accreditation Implementing Regulations--that clinical psychologists should be trained to offer services to diverse populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

## DEPARTMENTAL CONTACT INFORMATION

### Psychology Department

Front Desk	936-294-1174	<a href="http://www.shsu.edu/academics/psychology-and-philosophy/">www.shsu.edu/academics/psychology-and-philosophy/</a>
Fax Number:	936-294-3798	
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Ivette Martinez	936-294-4933	<a href="mailto:iim004@shsu.edu">iim004@shsu.edu</a>
Maria Botero, Chair	936-294-3052	<a href="mailto:mdb037@shsu.edu">mdb037@shsu.edu</a>

### Psychology Faculty

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George Scott	936-294-1180	<a href="mailto:ghs003@shsu.edu">ghs003@shsu.edu</a>
Diane Stoebner-May	936-294-2434	<a href="mailto:dxs011@shsu.edu">dxs011@shsu.edu</a>
Ethan Villeneuve		<a href="mailto:efv006@shsu.edu">efv006@shsu.edu</a>

### MA Clinical Psychology Program Director

Shelley Riggs 936-294-1178 [sxr142@shsu.edu](mailto:sxr142@shsu.edu)

### MA Experimental Psychology Program Director

Jeff Anastasi 936-294-3049 [jsa001@shsu.edu](mailto:jsa001@shsu.edu)

### School Psychology Program (SSP) Director

Ramona Noland 936-294-4310 [noland@shsu.edu](mailto:noland@shsu.edu)

### Ph.D. Clinical Psychology Program Director

Craig Henderson 936-294-3601 [ceh003@shsu.edu](mailto:ceh003@shsu.edu)

### Psychmasters listserv

<https://lists.shsu.edu/mailman/listinfo/psychmasters>

## OTHER USEFUL CONTACT INFORMATION

### Dean of the College of Humanities and Social Sciences

Front Desk	936-294-2200	chss@shsu.edu
Dean Chien-pin Li	936-294-2200	chss@shsu.edu
Fax Number:	936-294-2207	

### Financial Aid & Scholarships Office

Phone:	936-294-1774	
Website:	<a href="https://www.shsu.edu/dept/financial-aid/">https://www.shsu.edu/dept/financial-aid/</a>	
Fax Number:	936-294-3668	

### Graduate School

Front Desk	936-294-2408	TheGraduateSchool@shsu.edu
Fax Number:	936-294-2409	
Dean Kenneth Hendrickson	936-294-2408	TheGraduateSchool@shsu.edu
Dissertation/Thesis Specialist Leanna Martin, MA	936-294-2303	<a href="mailto:tgsthesis@shsu.edu">tgsthesis@shsu.edu</a> <a href="mailto:lnm036@shsu.edu">lnm036@shsu.edu</a>

### Psychological Services Center

Front Desk	936-294-1210	
Website:	<a href="https://www.shsu.edu/academics/psychology-and-philosophy/psychology/psychological-services-center/">https://www.shsu.edu/academics/psychology-and-philosophy/psychology/psychological-services-center/</a>	
Fax Number:	936-294-1685	

### Newton Gresham Library

Front Desk	936-294-1614	library@shsu.edu
Fax Number:	936-294-3615	

### Registrar's Office: Certification for Graduation

	936-294-4245	registrar@shsu.edu
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### Services for Students with Disabilities

Front Desk	936-294-3512	disability@shsu.edu
		<a href="https://www.shsu.edu/dept/disability/index.html">https://www.shsu.edu/dept/disability/index.html</a>

### Other Services

Student Advising Center	936-294-4444	<a href="https://www.shsu.edu/centers/sam-center/">https://www.shsu.edu/centers/sam-center/</a>
Bookstore	936-294-1862	<a href="https://shsu.bncollege.com/shop/shsu/home">https://shsu.bncollege.com/shop/shsu/home</a>
Computer Services	936-294-1950	<a href="https://www.shsu.edu/dept/client-services/service-desk.html">https://www.shsu.edu/dept/client-services/service-desk.html</a>
Post Office	936-294-1936	<a href="https://www.shsu.edu/dept/mail-services/">https://www.shsu.edu/dept/mail-services/</a>
Student Activities	936-294-3861	

Legal Services	<a href="https://www.shsu.edu/dept/student-activities/">https://www.shsu.edu/dept/student-activities/</a> 936-294-1717
Lowman Student Center	<a href="https://www.shsu.edu/dept/student-affairs/legal/">https://www.shsu.edu/dept/student-affairs/legal/</a> 936-294-1759
International Programs	<a href="https://www.shsu.edu/dept/lowman-student-center/">https://www.shsu.edu/dept/lowman-student-center/</a> 936-294-4737 <a href="https://www.shsu.edu/dept/international-programs/">https://www.shsu.edu/dept/international-programs/</a>

## ADMISSIONS PROCESS

Admission to the MA Psychology programs is competitive and the number of available positions is limited. Students will be admitted for the Fall (no spring or summer admissions). The application deadline for Fall enrollment is February 15. Incomplete applications will not be reviewed. Students seeking admission to the Master of Arts in Experimental or Clinical Psychology must submit the following documents to the Office of Graduate Admissions:

- Graduate Application: The Graduate Application is an institutional application required by SHSU. Students must provide biographical and educational information and information relevant to determining State of Texas residency.
- Application fee: An application fee is required for all applications to graduate programs at SHSU.
- Transcripts documenting all prior degrees.\*
  - A minimum of 12 hours of prior coursework in psychology is required.
  - Applicants are expected to have earned a minimum undergraduate GPA of 3.0 from the accredited institution granting the undergraduate degree.
  - The Experimental Psychology program prioritizes grades earned in experimentally-based courses (e.g., Experimental Design; Statistics; Social, Developmental, Cognitive, Physiological Psychology; Learning; Sensation & Perception).
- Official GRE General Exam scores are required for consideration of admission to the MA Clinical Psychology program. Applicants to the MA Experimental Psychology program are encouraged, but not required to submit results of the GRE General examination.
- Curriculum Vita (CV) with sections emphasizing education, research experience, volunteer or clinical experience, and any notable achievements, awards, or proficiencies.
- Letter of intent: The Letter of Intent is your opportunity to discuss your fit with the program offered at Sam Houston State University. While you have a significant amount of freedom to discuss anything you would like in your letter of intent, please address your short-term and long-term academic/professional goals, any research or clinical interests, and how these interests align with specific faculty research agendas. In addition, please discuss your expectations for training in light of the changing demographics of the U.S.
- Three completed recommendation forms that comment on the applicant's suitability for graduate study. The most useful recommendations come from university faculty who are able to describe the applicant's potential for success in graduate study.

\*Applicants may submit unofficial transcripts for review by the admissions committee. However, under university policy, admission decisions are contingent upon receipt of official transcripts.

Students who have the highest qualifications for success (based on GPA, GRE, research and/or applied experiences, letters of recommendation, and letter of intent) demonstrate close alignment between their professional development goals and (a) the specific Program's training goals, and (b) faculty research and clinical interests. The MAPP committee reviews and selects a group of applicants to whom they will extend offers and an additional group is rank-ordered and placed on a waitlist. The Psychology Master's Programs seek promising students from all backgrounds in the service of creating a diverse intellectual community. High test scores and grades do not guarantee acceptance: students whose lower scores are offset by other exceptional qualifications may be admitted. For further information, email [graduatepsy@shsu.edu](mailto:graduatepsy@shsu.edu), or contact the Program Director for the specific Master's program you are interested in.

## ACADEMIC ADVISEMENT

Enrollment in graduate courses usually requires specific permission in the form of department approval, which is provided by graduate advisors. The program's MA Director will approve department courses, while courses in other departments require the approval of their graduate advisor. After meeting with your MA Director, you will be cleared for each of your classes, which then allows you to register for those approved courses. This system ensures that those who request a course are qualified to take it, and it provides a procedure for controlling enrollment in certain skill courses. Once you have departmental approval, barring changes to the master schedule, you have a confirmed reservation for a seat in the class.

This system also means that you must receive academic advisement before you register each semester. Advisement meetings will be routinely announced twice a year in October and March. Prior to your advising, please check your degree plan and recommended sequence of courses (which can be found later in this Handbook). The sequence of these courses is fairly straightforward but your program director can offer advice on courses that may be best for your specific circumstances or professional goals. Juggling your needs with those of others on campus who wish to take our classes is a complex task, and if you are tardy in formulating your plans for subsequent semesters, we do not promise to have spaces remaining in classes that would otherwise have been open to you.

We will strive to make all our courses available to you on a schedule that is convenient. Nevertheless, changes in the availability of faculty can lead to unanticipated changes in our sequencing of courses. Most importantly, you should note that some of our courses—in particular, Assessment courses, and Practica I, II, and III—have strict limits on the number of students they can contain and are only taught once each year. We take great efforts to make sure that the courses you need are available when you need to take them during your academic career, but unforeseen circumstances beyond our control may arise. Priority in enrollment is given to those closest to graduation, and some courses may not be available to you if there will be other opportunities for you to take them before you graduate.

Finally, you should always be alert for changes in our course offerings that occur after the University's official Schedule of Courses is posted on the Web (which is several weeks before advisement begins). Courses are sometimes added to our list of offerings, and class meeting times sometimes change. When possible, your program director will notify you of these changes and should be regarded as a source of information that is to be preferred to the posted Schedule of Courses.

### **Psychmasters listserve**

Every MA Psychology student is expected to register for the Psychmasters listserve, which is where many program announcements will be posted. Students will be responsible for regularly reviewing the listserve postings to ensure that they are up to date with all current program activities, deadlines, and announcements. To request listserve access and post messages, please go to: <https://lists.shsu.edu/postorius/lists/psychmasters.shsu.edu/>

## GRADUATE CURRICULUM AND EVALUATION

You will complete most or all of your coursework on the Huntsville campus, although occasionally courses will be offered at The Woodlands Center. Full-time study (9 hours per semester) is encouraged but not required by the programs. Keep in mind, however, that most financial aid awards require full-time graduate status.

Each of our graduate programs includes courses that are denoted as General Core, Program-Specific Core, and Electives. These courses are listed in the following sections describing requirements for the two MA programs. Some students also choose to complete a thesis, although neither MA program requires it.

Students are expected to maintain a 3.0 GPA in order to remain in academic good standing. A graduate student who falls below a 3.0 GPA will be placed on probation and must raise their GPA to 4.0 by the end of the next semester to avoid termination from the program and university. Students who earn a grade of "C" in any course will have their graduate status reviewed and remediated by the MAPP committee; students who earn a grade of "F" in any course will be terminated. More detail is provided on p. 47.

In addition to course grades, successful completion of the Master's degree requires students to pass comprehensive exams. The full MAPP committee will evaluate student performance and provide feedback each year during the Annual Progress Review, as described below.

### **Annual Progress Reviews**

Each student in the Psychology MA Programs will undergo an annual progress review (APR) and receive written feedback in a letter that will also be placed in the student's academic file. The APR letter will address the student's performance and progress in the areas of (a) academics, (b) research, (c) teaching or other assistantship, (d) clinical training if applicable, and (e) overall program performance. At the end of each spring, students will provide an updated CV and a self-evaluation letter in which they assess their own performance in these areas and note any special accomplishments/activities in the past academic year, e.g., conference presentations, expansion of clinical skills, training workshops attended, publications. Students submit materials to their program Director, who distributes the materials to faculty members matched with the student for APR purposes (often a research mentor). The MAPP faculty will meet to review the materials and discuss strengths, weaknesses, and recommendations. Prior to the start of the following academic year, APR letters will be mailed to students who may request a meeting with the appropriate advisor to discuss the program feedback.

## **REQUIREMENTS FOR THE MASTER OF ARTS IN EXPERIMENTAL PSYCHOLOGY**

In addition to the required courses listed below, students in the MA Experimental Psychology program must successfully pass a comprehensive examination, typically during their last semester of the program. The comprehensive examination is detailed in a later section of this handbook. All of the specific courses that constitute the 39-hour thesis or the 36-hour non-thesis options are listed in the MA Experimental Psychology Degree Checklist on the next page, followed by the recommended course sequence.

### **The General Core**

The General Core comprises courses related to foundational topics in the science of psychology. Grounded in experimental psychology, these courses are required, in some form, for all graduate psychology students. Most of these courses are offered at least once a year. The General Core for MA Experimental Psychology includes:

PSYC 5332	Advanced Social Psychology
PSYC 5336	Advanced Cognitive Psychology
PSYC 5360	Advanced Physiological Psychology
PSYC 5387	Advanced Statistics
PSYC 5388	Experimental Design
PSYC 5397	Advanced Developmental Psychology

### **The Experimental Core**

All of the courses in the Experimental Core are required for the Masters degree in Experimental Psychology, including:

PSYC 5331	Graduate Seminar in Experimental Psychology
PSYC 5381	Advanced Learning Theory
PSYC 5389	Applied Multivariate Statistics for Psychology

### **Thesis Concentration**

As an experimentally-oriented program, we expect you to become involved in research activities. In particular, we encourage you to complete a Master's thesis and have detailed the thesis process later in this handbook and online at <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html> Generally, the thesis requires about three semesters of work in order to design and propose the thesis study and then collect data for the study and defend it to one's committee. As a result, the thesis concentration requires at least 6 credit hours of PSYC 6099, as well as two elective courses for a total of 39 credit hours. After registering for thesis, continuous enrollment is required (including summer) until the thesis is defended; thus, students may register for more than 6 thesis hours if their project takes longer than expected. The thesis is recommended but not required, so you may instead select the non-thesis concentration described below.

### **Non-thesis Concentration/Electives**

The non-thesis option requires three graduate electives, which can be fulfilled by any graduate course (5000-level or above) on campus. A good portion of our students are interested in teaching

psychology at the junior college or college level, for which we strongly recommend taking PSYC 5390 (Teaching of Psychology) and PSYC 5392 (History & Systems). Other students have crafted their own 9-hour “mini-concentrations” in psychology and law or psychology and business by taking Criminal Justice or Business courses, respectively, for these electives.

You should contact the professor of the course you want to take and obtain registration clearance from that department’s graduate advisor. We encourage you to pursue your personal interests to tailor your degree into one that will assist you in realizing your ultimate goals.

### **Final Recommendations**

As MA Experimental graduate students, we encourage you to get involved in the research laboratories of psychology faculty members, many of whom are leaders in their respective fields, regardless of whether you are seeking a thesis or non-thesis concentration. This experience will benefit you in your professional pursuits, regardless of whether you plan to pursue additional doctoral-level work, teaching positions, or plan to pursue other types of professional work.

## MA EXPERIMENTAL PSYCHOLOGY Degree Checklist

Required General Core Courses (18 hours):			Hours
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5336	Advanced Cognitive Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Required Experimental Core Courses (9 hours):			
	PSYC 5331	Graduate Seminar in Experimental Psychology	3
	PSYC 5381	Advanced Learning	3
	PSYC 5389	Applied Multivariate Statistics for Psychology	3
Required Core Courses:			27

Concentration – circle track, fill in elective number					
Thesis Concentration (12 hours)			Non-Thesis Concentration (9 hours)		
		Elective <sup>1,2</sup>			3
		Elective <sup>1</sup>			3
	PSYC 6099	Thesis (6 hrs)			3

**Thesis DEGREE HOURS: 39**

**Non-Thesis DEGREE HOURS: 36**

<sup>1</sup>To fulfill elective requirements, students may select any graduate course (5000+), provided they are granted permission by the professor and relevant graduate advisor to enroll in the course.

<sup>2</sup>Students are encouraged to take PSYC 5390 (Teaching of Psychology) and/or PSYC 5392 (History & Systems) as their elective courses.

## Recommended Sequence for MA Experimental Psychology Thesis and Non-thesis Options

Year	Fall (9 Credits)	Spring (9 Credits)	Summer (0-3 Credits)
1	PSYC 5331 (Graduate Seminar in Experimental Psychology)  PSYC 5360 (Physiological Psychology)  PSYC 5387 (Advanced Statistics I)	PSYC 5388 (Experimental Design)  PSYC 5389 (Applied Multivariate Statistics for Psychology)  PSYC 5381 (Advanced Learning) OR PSYC 5336 (Advanced Cognition) <sup>1</sup>	Elective <sup>2</sup>  Recommended: PSYC 5390 (Teaching of Psychology) PSYC 5392 (History & Systems)
2	PSYC 5332 (Advanced Social Psychology)  PSYC 6099 (Thesis) OR Elective <sup>2</sup>  Elective <sup>2</sup>	PSYC 5397 (Advanced Developmental Psychology)  PSYC 6099 (Thesis) <sup>3</sup> OR Elective <sup>2</sup>  PSYC 5381 (Advanced Learning) OR PSYC 5336 (Advanced Cognition) <sup>1</sup>	

**Non-thesis Degree Hours = 36**

**Thesis Degree Hours = 39**

<sup>1</sup> One of these courses will be offered spring semester in alternating years.

<sup>2</sup> Electives can be selected from within or outside of the department. Any SHSU course outside of the department at the 5000 level or above can be taken as an elective if students receive approval from the instructor and/or that department's graduate advisor. Students who intend to teach are strongly encouraged to register for PSYC 5392 (History & Systems), as well as PSYC 5390 (Teaching of Psychology).

<sup>3</sup> A minimum of 6 hours is required for Thesis, additional hours of Thesis may be required due to rules for continuous enrollment through graduation semester.

# REQUIREMENTS FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY

## Background

In the State of Texas, a *Licensed Psychological Associate* (LPA) holds a Master's degree, while a *Licensed Psychologist* (LP) holds a doctorate degree. These credentials may fall under alternative labels in different states. In 2017, the Texas legislature adopted new rules governing the independent practice of psychology for Masters-level practitioners. Under current law, [22 Tex. Admin. Code §463.1](#), a Licensed Psychological Associate may practice psychology independently if:

- (A) The licensee can demonstrate at least 3,000 hours of post-graduate degree experience in the delivery of psychological services under the supervision of one or more licensed psychologists;
- (B) The supervised experience was obtained in not less than 24 consecutive months, but not more than 48 consecutive months, and in not more than three placements; *and*
- (C) The licensee submits an application for independent practice evidencing proof of the required supervised experience.

At the same time, Texas state licensure began requiring 60 hours of graduate coursework in order to be eligible to obtain an LPA credential for any student who begins graduate school in August 2020 or later (“grandfathering” of earlier degrees ended in August of 2021). In order to meet the requirements for licensure, the SHSU MA Clinical Psychology program set forth the recommended 60-hour course sequencing over a 3-year period.

Please note that the SHSU Clinical Psychology program is designed to prepare students for eligibility to seek LPA licensure in Texas, and the curriculum may not meet credentialing criteria of other states or other credentials/licensure in the state of Texas (e.g., Licensed Professional Counselor, Licensed Mental Health Counselor). It is the students’ responsibility to be informed about licensure requirements in other jurisdictions in which they wish to practice, and to seek additional training outside of the program if necessary to meet eligibility for any licensure/credential other than the Texas LPA.

Because LPAs can practice without supervision of an LP in Texas, the program’s primary goal is to produce effective practitioners by providing intensive clinical training. The program aims for a minimum of 300 hours of supervised practicum experience and equips students with applied skills in psychological assessment and intervention. Students must also successfully pass comprehensive examinations consisting of an assessment capstone and a psychotherapy capstone in their last semester of the program. In addition, for cohorts entering in fall 2023 or later, students who do not complete a thesis are required to take an exam to assess their scientific competency at the end of their second year. The comprehensive examination is detailed in a later section of this handbook.

## APA Discipline-Specific Knowledge

Discipline-specific knowledge (DSK) represents the foundational knowledge expected of all graduates of Health Service Psychology (HSP) programs. These domains provide the knowledge base necessary for further training in clinical psychology. Consistent with the American Psychological Association (APA) *Standards of Accreditation*, we ensure students gain mastery of these areas of

knowledge through classroom learning and practical application. The DSK domains for HSP Masters Programs (APA, 2021) are:

- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior
- Consumption of Research
- Research Methods
- Psychometrics

### **APA Profession-Wide Competencies**

The Profession-Wide Competencies (PWC) are the critical knowledge and skills expected of all graduates from Health Service Psychology programs. Consistent with the field of psychology in general, science is at the core of our knowledge and we rely on the current evidence base in training. Through classroom learning and practical application, we ensure students develop these competencies in a manner consistent with APA's *Standards of Accreditation*. We expect graduates of our program to be competent with respect to the following:

- Integration of psychological science and practice
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

### **The General Core**

The General Core comprises courses related to foundational topics in the science of psychology that reflect discipline-specific knowledge required for APA accreditation of HSP masters programs. These courses are meant to provide you with a solid background in scientific psychology and are required, in some form, for all graduate psychology students. The General Core for MA Clinical Psychology includes:

- PSYC 5332 Advanced Social Psychology
- PSYC 5360 Advanced Physiological Psychology
- PSYC 5377 Emotion & Cognition
- PSYC 5387 Advanced Statistics
- PSYC 5388 Experimental Design
- PSYC 5397 Advanced Developmental Psychology

Most of these courses are offered once a year, with the exception of PSYC 5377. In the recommended sequence, PSYC 5377, Emotion & Cognition is offered every other year, so all 2<sup>nd</sup> and 3<sup>rd</sup> year MA Clinical Psychology students enroll in the course together and then enroll in PSYC 5397

(Advanced Developmental Psychology) in the off years. PSYC 5377 is next scheduled for spring 2027.

### **Clinical Core Courses**

All of the courses in the Clinical Core are required for the MA Clinical Psychology degree. For the most part, these courses focus on teaching the profession-wide competencies required for APA accreditation of HSP masters programs, although some courses also include discipline-specific knowledge (e.g., psychometrics, consumption of research). The Clinical Core consists of:

- PSYC 5330 Psychopathology
- PSYC 5333 Theory and Research in Psychotherapy I
- PSYC 5394 Psychometrics
- PSYC 5395 Assessment of Intelligence and Achievement
- PSYC 5396 Assessment of Personality and Psychopathology
- PSYC 5379 Ethical Practice in Psychology
- PSYC 5380 Psychology of Diversity
- PSYC 6390 Techniques in Psychotherapy
- PSYC 6391 Practicum I
- PSYC 6392 Practicum II
- PSYC 6393 Practicum III

As outlined in the recommended course sequence, the prerequisites for PSYC 6391 (Practicum I) include PSYC 5330 (Psychopathology), PSYC 5333 (Theory and Research in Psychotherapy I), PSYC 5379 (Ethics), PSYC 5380 (Diversity), PSYC 5395 (Assessment of Intelligence and Achievement), and PSYC 6390 (Techniques of Psychotherapy). You must also take PSYC 5394 (Psychometrics) before or concurrently with any assessment course, and PSYC 5396 (Assessment of Personality & Psychopathology) should be taken prior to enrolling in PSYC 6392/6393 (Practicum II/III).

### **Clinical Practicum Courses**

In the Practicum courses, your professional training comes together; it's your opportunity to learn and practice the skills you'll absolutely need as a clinician. Your first three-hour practicum course, PSYC 6391, is an in-house experience that will involve a small case load, individual and group supervision, and a case presentation; your time commitment will be about 10 hours per week outside of normal class times during the semester.

Your two other advanced practicum courses, PSYC 6392 and 6393, Practicum II and Practicum III, will comprise 6 credit hours over the course of two semesters (fall and spring) during your final year in the program. The Practicum II/III experience can be enormously rewarding, but it is time intensive and can be both physically and emotionally challenging. After submitting applications to multiple agencies in the spring semester prior to enrolling in Practicum II, you must be accepted and assigned to a mental health setting. In addition to providing psychotherapy to individual clients, you may be engaged in psychological assessment, group therapy, and interdisciplinary meetings. Typically, approximately 16-20 hours per week will be spent onsite at your agency outside of normal class time; you will receive at least 1 hour of individual supervision each week, and may also participate in didactics and/or group supervision. As you can see, the practicum experience is intense and that should be taken into account when planning where your time and energy will be directed each semester of the sequence.

Additionally, as part of the placement application process, many sites require at least one letter of

recommendation from a professor, a criminal background check, and/or a professional interview, as well as adherence to ethical standards and a professional dress code. It is at the discretion of the agency personnel whether to accept you as a practicum student. Failure to achieve placement to a practicum training site disqualifies you from taking Practicum II/III that year and will delay your graduation.

### **Clinical Electives**

In order to meet your degree requirements, you will also enroll in three clinical electives offered by the Department of Psychology and Philosophy. Clinical elective courses are intended to provide additional opportunities to broaden your training and enhance your readiness for independent practice, so they will focus on specific clinical areas, such as group therapy, trauma, child psychotherapy, substance abuse/addiction, couple and family psychology, CBT, etc. Some of these courses may be offered as PSYC 5334, Theory & Research in Psychotherapy II, which can be counted more than once on the degree plan if the courses comprise different topics. A program goal is to offer at least one clinical elective each long semester. These courses are also taken by doctoral students in the generalist track. Consult with your Director to determine whether a course will count as a clinical elective.

### **Thesis Option**

We encourage all students to become involved in research, but a thesis is optional. Students selecting the thesis concentration are required to take a minimum of 6 additional hours of thesis. Generally, the thesis requires three or more semesters of work in order to design and propose the thesis, and then conduct the study and defend it to the thesis committee (PSYC 6099 – 6 hours). Students must continue to enroll in thesis hours until it is defended but additional hours will not count toward the degree.

All the specific courses that constitute the 60-hour degree are listed in the MA Clinical Psychology Degree Checklist found on the next page, followed by the recommended course sequence for MA clinical psychology students. Students in the thesis concentration will earn a minimum total of 66 credit hours for the degree.

## MA CLINICAL PSYCHOLOGY Degree Checklist

Required General Core Courses (18 hours):			Hours
	PSYC 5332	Advanced Social Psychology	3
	PSYC 5397	Advanced Developmental Psychology	3
	PSYC 5360	Advanced Physiological Psychology	3
	PSYC 5377	Cognition & Emotion	3
	PSYC 5387	Advanced Statistics	3
	PSYC 5388	Experimental Design	3
Required Clinical Core Courses (33 hours):			
	PSYC 5333	Theory and Research in Psychotherapy I	3
	PSYC 5330	Psychopathology	3
	PSYC 5394	Psychometrics	3
	PSYC 5395	Assessment of Intelligence and Achievement	3
	PSYC 5396	Assessment of Personality and Psychopathology	3
	PSYC 5380	Psychology of Diversity	3
	PSYC 5379	Ethical Practice in Psychology	3
	PSYC 6390	Techniques in Psychotherapy	3
	PSYC 6391	Practicum I	3
	PSYC 6392	Practicum II	3
	PSYC 6393	Practicum III	3
Clinical Elective Courses (9 hours):			
	PSYC	Clinical Elective <sup>1</sup>	3
	PSYC	Clinical Elective <sup>1</sup>	3
	PSYC	Clinical Elective <sup>1</sup>	3

### **REQUIRED NON-THESIS DEGREE HOURS: 60**

Thesis Concentration/Track (6+ hours) <sup>2</sup>			
	PSYC 6099	Thesis	6

### **REQUIRED THESIS DEGREE HOURS: 66**

<sup>1</sup> Clinical electives must be chosen from approved courses including: PSYC 5334, 5361, 5398, 7374, 7339 when offered. PSYC 5334 can be repeated when topics differ.

<sup>2</sup>Students who choose the thesis concentration complete an additional 6 hours (minimum) of PSYC 6099, Thesis.

## Curriculum Sequence for MA Clinical Psychology Thesis and Non-thesis Options

Year	Fall (9 Credits)	Spring (9 Credits)	Summer (0-6 credits)
<b>1</b>	PSYC 5395, Assessment of Intelligence & Achievement	PSYC 5396, Assessment of Personality & Psychopathology	PSYC 5387, Statistics I
	PSYC 5394, Psychometrics	PSYC 5333, Theory and Research in Psychotherapy I	PSYC 5379, Ethics
	PSYC 5330, Psychopathology	PSYC 5388, Experimental Design	
	<b>(9 credits)</b>	<b>(9 credits)</b>	
<b>2</b>	PSYC 6390, Techniques in Psychotherapy	PSYC 6391, Practicum I	
	PSYC 5380, Psychology of Diversity	PSYC 5397, Advanced Developmental (alternates with 5377)	
	PSYC 5360, Physiological Psychology	Clinical Elective <sup>1</sup> <i>Optional: Thesis<sup>2</sup></i>	<i>Optional: Thesis (1 hour)<sup>2</sup></i>
	<b>(9 credits)</b>	<b>(9 credits)</b>	
<b>3</b>	PSYC 6392, Practicum II	PSYC 6393, Practicum III	
	PSYC 5332, Advanced Social Psychology	PSYC 5377 Cognition & Emotion (alternates with 5397)	
	Clinical Elective <sup>1</sup>	Clinical Elective <sup>1</sup>	
	<i>Optional: Thesis<sup>2</sup></i>	<i>Optional: Thesis<sup>2</sup></i>	

<sup>1</sup> Examples of clinical electives include Child Psychotherapy, Developmental Psychopathology, Neuropsychopharmacology, and PSYC 5334, Theory and Research in Psychotherapy II with varying topics (e.g., Trauma Theory, Research & Intervention, Couple and Family Therapy, Group Therapy, etc.)

<sup>2</sup> Students who choose the optional thesis concentration must complete a minimum of 6 hours of Thesis in addition to the regular 60-hour curriculum. There are several ways to enroll in these 6 hours (e.g., 2 semesters of 3-hr Thesis in 3<sup>rd</sup> year, or 3 hours in spring of second year, then one-hour sections of Thesis across the next three semesters), so please discuss these options with your program Director.

## CLINICAL TRAINING

Our Clinical Psychology MA program involves applied professional training. Graduates will be eligible to seek professional licensure and, ultimately, they may assess, diagnose and treat individuals with various mental disorders. As a result, Clinical Psychology students must demonstrate competence in clinical practice activities, and faculty and clinical supervisors are tasked with an educational gatekeeping function that serves to assess, remediate, and/or dismiss students and trainees with problematic professional competencies.

The SHSU Clinical Psychology Masters Program affirms the principle that clinical psychologists should be trained to offer services to a wide range of populations. In pursuit of this goal, students entering our training program will be required to provide services to persons whose cultural backgrounds, beliefs, religious values, or lifestyles may be different from their own. Should unanticipated conflicts arise for any student, faculty are committed to working with the student to be certain cultural competence is achieved.

### *Clinical Privileges*

Upon enrollment in PSYC 6391, clinical students shall be granted clinical privileges for three long semesters. These privileges mean that they are permitted to engage in clinical psychological activities as directed by, and under the supervision of, the faculty members and licensed psychologists involved in their training. To maintain these privileges, students must be enrolled in one of these practicum courses and continue to demonstrate a level of clinical competence appropriate to their level of training and development. The university provides liability insurance to students ONLY when they are enrolled in practicum; Texas law prohibits students from “practicing psychology” if they are not enrolled in official practicum courses.

### *Supervision/Oversight/Evaluation*

Students are trained in the delivery of professional psychological services under the clinical supervision of SHSU faculty as well as external practicum supervisors who are licensed psychologists. Practicum supervisors closely evaluate student performance to identify areas of strength and weakness in clinical work. Students are expected to consult with supervisors regularly, follow the direction of supervisors in all clinical service delivery, and refrain from delivering services outside their and their supervisor’s scope of competence.

Clinical faculty must balance their roles as instructors/mentors with that of gatekeepers who are responsible for credentialing future members of the profession. Consistent with the Ethical Principles under which psychologists operate, concerns for social welfare must take priority over the needs of particular students. Consequently, in decisions in which student needs are pitted against potential social harm that might occur by allowing a student to continue work with clients or complete the program, the benefit of the doubt will always go to the prevention of social harm. Under no circumstances will any faculty member be required to provide clinical supervision to a student whom the faculty member believes to be clinically incompetent.

Clinical competence encompasses the application of assessment and treatment techniques learned in the classroom to actual clinical situations. Competence also includes an appropriate professional demeanor and public image, practical application of ethical principles, the ability to work and consult with other professionals, and acceptance of critical feedback as a supervisee. This involves the development of both technical expertise and interpersonal skills.

Deficiencies in clinical competence may arise from a lack of technical training, interpersonal difficulties, problems with supervision, emotional instability and/or cognitive limitations. Failure to address such deficiencies may result in harm to clients, colleagues, or others to whom there are professional obligations. Ethical principles obligate psychologists to refrain from engaging in professional activity when they know that personal problems may prevent them from performing competently. Clinical supervisors, therefore, have a special obligation to note personal problems that may interfere with a supervisee's clinical performance and to take appropriate remedial action.

At the end of each semester, clinical supervisors will routinely provide a written evaluation of practicum students. Practicum supervisors carefully examine student performance to better monitor and promote student skill development. Both faculty and external practicum supervisors use the *MA Practicum Evaluation Form* (Appendix B) to evaluate student performance. Ratings are reviewed by the Practicum Instructor and/or DCT to track student progress in general and to identify areas in which the student may need to improve and/or should be the focus of subsequent practicum training and clinical supervision. Any concerns about student performance may be brought to MAPP faculty for discussion during annual progress reviews.

At any time during clinical training, if a supervisor identifies significant functional deficiencies and the student does not appear responsive to initial interventions, the MAPP Committee may form a subcommittee consisting of all MA Clinical faculty to review the situation for possible remediation.

### ***Remediation***

Remediation procedures differ depending on the context in which the problem occurs. When difficulties occur in a non-practicum setting, MAPP core faculty will convene to develop a remediation plan. Areas in need of remediation may include, but are not limited to, classroom performance, professionalism, academic integrity, ethical behavior, and dependability/timeliness in completing work. Specific strategies for the remediation may include a reduction in coursework, completion of remedial coursework, increased levels of supervision or other steps recommended by MAPP.

When deficiencies specifically dealing with clinical work are identified, the first steps are taken within the context of regular practicum supervision. Specific strategies may include increased levels of supervision, a reduction in case load, a change of supervisor, or a change of focus (e.g., more direct observation, more work in conjunction with the supervisor, or more emphasis on the person of the therapist-trainee).

If deficiencies are not successfully addressed in clinical supervision, the clinical faculty of the MAPP Committee will meet to consider remedial measures. Supervisors from outside practicum sites may be invited to participate at the discretion of the faculty. Students will be given the opportunity to meet with the committee and/or clinical supervisors to discuss specific feedback if they wish.

Functional deficiencies may include a lack of technical expertise that would be expected at the particular level of training, an inability or unwillingness to respond to supervision, inattention to ethical concerns, inappropriate professional demeanor, or deficits in interpersonal skills that impair the formation of appropriate clinical relationships. When such deficiencies are identified, the MA faculty will work with the student to formulate a written remediation plan that will include (a) a description of the specific deficiencies, (b) an outline of the goals of remediation, (c) a definition of specific strategies to be applied, (d) the criteria for successful remediation, and (e) the timeline for review of the remediation plan.

Remediation plans must, by nature, be individualized and a wide range of interventions might be applied depending upon the particular problem situation. These may include (a) self-structured behavioral change, (b) additional field experience, (c) additional coursework, (d) additional practica, (e) specialized tutoring/mentoring, (f) a reduction in case load, or (g) a leave of absence. If personal or personality difficulties appear to be precipitating the functional deficiencies, other strategies may include: (a) mobilization of additional support systems, (b) an independent assessment, or (c) personal therapy. In no case, however, will psychological assessment or personal therapy of a student be conducted by a member of the clinical faculty. It will be up to the MAPP clinical faculty to determine whether remediation efforts can occur while some clinical work continues or if clinical privileges will be suspended pending remediation.

Once the deadline for remediation is reached, the faculty will evaluate whether the student has met the criteria for successful outcome. If criteria have been met, the remediation plan will be considered completed and the student may continue with clinical training. If the student has made progress toward the remediation goals, but has not met the criteria for success, the faculty may revise the plan and allow for continued efforts toward a successful outcome. However, if students fail to meet the goals of the remediation plan and a successful outcome is not considered possible, then they will be considered to have failed the remediation plan and will be dismissed from the program. Any student who is terminated is entitled to the due process outlined in the SHSU *Academic Policy Statement 910312* and the “Withdrawal of Clinical Privileges” section below. In all cases, the student will be informed in writing of the faculty decisions and will have the opportunity to discuss the outcome with the faculty member(s) involved in the remediation and/or the Director of Clinical Training for the MA Clinical Psychology Program.

### ***Withdrawal of Clinical Privileges***

A student who at any time fails to attain an adequate level of clinical competence, despite remediation efforts (or who is deemed incapable of remediation), will have all clinical privileges withdrawn. This will preclude successful completion of the MA Clinical Psychology program. When clinical privileges are withdrawn, the student will receive written notice of the reasons accompanied by copies of prior clinical evaluations, remediation plans, and appeal procedures. The decision to withdraw clinical privileges will be made by the clinical faculty members of the MAPP Committee.

The standards to which students will be held with regard to clinical competence will, of course, be a function of development. No student will be held to the standard of an experienced clinician. Nevertheless, at any time, certain behaviors constitute grounds for dismissal from the program based on inadequate clinical competence. Among these are (a) gross ethical violations that the student is or reasonably should be aware; (b) clinical practices that, by act or omission, constitute a serious threat to client welfare and are inconsistent with the student's level of training and experience; (c) failure to recognize situations that necessitate consultation with one's clinical supervisor; (d) consistent lack of adequate progress in the acquisition of clinical skills, (e) repeated marginal performance or failures in practicum and other experiential training, and/or (f) non-compliance with professional comportment standards (i.e., professionalism in all interactions with clients, faculty, fellow graduate students, undergraduate students, external supervisors). The latter also applies to the expectation that students will ensure their social media and other online presence reflects respect for the clients, students, and the field of psychology.

### *Appeals of Withdrawal of Clinical Privileges*

1. Students may request an appeal of such decisions directly to the Dean of the College of Humanities and Social Sciences in writing within 10 days of the Program's decision. Withdrawal of clinical privileges will be maintained until a final decision on the appeal is made.
2. The Dean, within 30 business days of receipt of the appeal request, shall convene a panel of psychologists (who must be licensed clinicians if the issue is clinical privileges) who are on the graduate faculty of SHSU to hear the appeal.
3. No members of the Committee responsible for the original decision may serve on the panel hearing the appeal.
4. The student shall be given seven (7) business days written notice in advance of the scheduled appeal meeting, sent to the student's SHSU email address.
5. One member of the panel shall be designated by the Dean as the Chair, and that person shall conduct the proceeding.
  - (a) At the appeal proceeding, one member of the Practicum Committee will present the evidence on which the committee's decision was based.
  - (b) The student will have an opportunity to challenge the evidence offered on behalf of the committee and present testimony and other relevant evidence on his/her/their behalf.
  - (c) Formal rules of evidence will not apply.
6. The panel's decision shall be by simple majority and will be final. If the panel decides in favor of the student, the clinical committee will reverse the decision to withdraw privileges and will determine the proper remedial training efforts for the student, if any, and the student will be allowed to continue in the program.

## GRADUATE RESEARCH

### Research Activity

Everyone is invited to participate in the faculty's various research labs, and you are strongly encouraged to gain research experience if you plan to pursue doctoral study. You may want to browse the list of faculty members to identify their research interests. In the "Faculty" section of this handbook and online at <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/faculty.html>, you can find research and clinical interests for each of the psychology faculty. If you share interests with a faculty member, reach out to them to discuss the possibility of serving as a volunteer research assistant. This can be one of the most fruitful ways to help you develop as a researcher and will expose you to the various research projects and activities being conducted in the department. The process of finding a faculty member to work with is an informal process at SHSU and you are welcome to work with more than one faculty member. If you plan to conduct a thesis, you should begin your search for a faculty research mentor as soon as you arrive, with the hope of securing a thesis Chairperson by the end of your first fall semester and no later than the following spring.

### Thesis

For students who choose to conduct a thesis, the most important resource for you is the Graduate School's thesis and dissertation website found at: <https://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. Located on this webpage are an overview of the thesis process, the order of events, deadlines, student forms, formatting and submission information, policies and procedures, and library resources. After checking the webpage, if you have further questions regarding initiation sheets, embargo requests, and public defense announcement, email [thegraduateschool@shsu.edu](mailto:thegraduateschool@shsu.edu). For questions regarding first and second/Final Draft Review submissions, formatting thesis documents, and updates on Vireo submissions and route sheets, email [tgsthesis@shsu.edu](mailto:tgsthesis@shsu.edu). The thesis process for our students is also described in detail at <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>.

A graduate student at Sam Houston State University writing a thesis must enroll in the appropriate thesis courses. Typically, a master's student is required to take at least six hours of thesis courses. **Once a student enrolls in a thesis course, SHSU policy requires the student to be continuously enrolled in such a course every fall, spring, and summer semester until the signed thesis route sheet is received by the Registrar's Office.** A student who is unable to work on the thesis for a period of time may submit a written request to the appropriate academic dean for a leave of absence of up to one year. The dean's approval of such a request must be in writing. A student granted a leave of absence may not enroll in any coursework during this period. A student on a leave of absence will lose access to University services and must submit an Application for Re-admission to re-enter the program.

Please note that all new graduate students are automatically defaulted into the non-thesis track. If students wish to pursue a Master's thesis, they must secure a thesis chair and get approval from their program Director and department chair (with accompanying SHSU paperwork to change the concentration) before they can be officially transferred into the thesis concentration and be allowed to register thesis courses.

## ***Thesis Committee***

A thesis committee will be formed prior to enrollment in the first thesis course. The committee must be composed of a faculty Chair and at least two additional members, all of whom have appropriate graduate faculty status at SHSU. With the approval of the department chair, academic dean, and Dean of Graduate Studies the committee may include one member who is not employed by SHSU as per Academic Policy Statement 950601. Selection of the thesis Chair depends on student preference and faculty availability and expertise. After a faculty member agrees to serve as Chair, the student will select the other committee members with guidance from the faculty Chair. The committee must then be approved by the Department Chair and the CHSS Dean. Any change in the composition of the thesis or dissertation committee will be approved in the same manner.

## ***Prospectus***

In consultation with the thesis Chair, the student will select a subject of investigation and determine the availability of the required sources, facilities, materials, and equipment for the research and the writing of the thesis. The student will prepare a prospectus/proposal that will specify the topic, detail the purpose of the proposed investigation, describe the proposed method(s) of investigation, indicate the relationship of study to relevant research, and provide a commentary on source materials and/or facilities available for the successful completion of the research. The prospectus shall be submitted to the thesis committee following the timelines outlined by the departmental or college policies. Upon committee approval, the signed prospectus is submitted to the program Director, the department Chair, and the CHSS Dean for final approval. Any subsequent changes in topic or the proposed method of investigation must be approved in writing by the committee and submitted for approval to the appropriate academic dean.

## ***Procedure***

Candidates should be in regular contact with the thesis Chair and committee members throughout the thesis process. Candidates should allow committee members ample time to review draft versions of the thesis. The candidate should submit the completed thesis to the thesis committee at least two weeks prior to the scheduled defense. The following steps must be completed, most in the graduating semester. For a full description of the thesis process from start to finish, please see <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/masters-thesis-process.html>. A list of semester specific dates may be accessed from <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html> or the SHSU Academic Calendar found at <https://www.shsu.edu/dept/registrar/calendars/academic-calendar.html?source=portal>.

1. A thesis proposal in the Department of Psychology and Philosophy typically consists of the first three chapters of the thesis: Introduction, Review of Literature, Methodology and Planned Analyses (i.e., statistical procedures planned for analysis). A copy of any measure used in the research proposal should be included in the Methodology chapter if not copyright protected.
2. Students must be enrolled in thesis during the semesters they propose and defend their research. An IP (in progress) will be assigned for all Thesis courses until the thesis is defended and the student has earned a CR (credit).
3. The candidate shall submit the first full draft of the thesis defense to the Graduate School's Thesis and Dissertation Specialist for format and style review by the deadline posted for the semester of the defense. At a minimum, the first draft should include all required sections plus THREE chapters

of the thesis.

4. The student and thesis Chair schedule a meeting for a final oral defense of the thesis to the student's committee. The defense must be held by the deadline posted for the semester of the defense in order to avoid the necessity of enrolling for thesis in the following semester.
5. The Graduate School provides a template for a public announcement for the defense meeting, which should be posted on the Psychmasters listserv. Attendance at the defense is open to the entire university community.
6. The thesis Chair will submit a copy of the thesis document and a signed *Report of the Outcome of the Thesis/Dissertation Defense* to the relevant MA Director, who will sign and submit the report to the department Chair and CHSS Dean.
7. Upon successful completion of the defense, the candidate should obtain signatures from the thesis committee on the CHSS Thesis/Dissertation Defense Form. Signed approval of thesis Chair must also be obtained on the electronic route sheet. This electronic route sheet is generated by the student and will appear in the emails of thesis directors and co-directors, prompting them for approval. The link to the form is on the Graduate Studies web page: <http://www.shsu.edu/dept/graduate-studies/theses-and-dissertations.html>. The electronic route sheet must be submitted to the Dean of Graduate School by the deadline posted for the semester of the defense.
8. The Thesis/Dissertation Specialist will email you a final pdf version of your approved thesis document to submit through [Vireo](#). Follow the instructions, fill in all sections correctly and upload the approved pdf file. If a graduate student was granted a one- year or two-year embargo, fill in all sections that apply. The Vireo submission and embargo request should be completed in a timely manner in order to avoid delaying the final route sheet approvals.

# FACULTY

## **Student - Faculty Relations**

The faculty members of the University compose a community of scholars who are devoted to teaching, research, sharing of knowledge, and community service. Foremost among these commitments is providing meaningful learning experiences for students. You may miss a significant and valuable part of your educational experience if you do not avail yourself of faculty counsel and advice about their courses and your vocational goals. We strive for collegial, mutually respectful relationships between faculty and students in our Master's programs and expect professionalism and integrity from everyone.

In general, you are expected to conduct yourself in accordance with the APA Ethical Guidelines. Failure to do so may result in review by the faculty with a variety of consequences including, but not limited to, remediation of the violation, demonstration of appropriate knowledge through a variety of means, probation, termination from the program, or actions taken at the state or national level. A copy of the guidelines is found in Appendix F of this handbook and also may be obtained at <http://www.apa.org/ethics/code/>

## ***Collaborative Relationships***

In collaborative research, (a) faculty and students should discuss ownership of data and authorship on presentations/publications early enough in the process so that all are aware of their roles and expectations, and (b) faculty and students should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Codes Standard 8.12a and the latest edition of the APA Publication Manual. Further information can be found at: <https://www.apa.org/pubs/journals/resources/publishing-tips/giving-credit> and <https://psychology.nd.edu/assets/198758/ContractWorksheet.pdf>

## ***Multiple Relationships***

According to APA standards, a multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role/relationship with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. Examples of relationships that may conflict with professional roles include, but are not limited to, romantic/sexual involvements, financial partnerships, long-time personal friendships, family relations, etc. Multiple relationships ideally should be avoided and the effects of multiple relationships are not limited to the individuals involved but could potentially affect others in our programs. In the event that a situation with multiple relationships arises, however, it is important that the multiple relationships become known to others rather than be kept a secret. Should multiple relationships exist, the guidelines are as follows: A faculty member involved in multiple relationships should not (a) instruct or supervise that student, (b) participate in the research or clinical guidance of the student, or (c) participate in the evaluation process of the student. Depending on the nature of the multiple relationships, these guidelines apply even if the relationship has been terminated.

## Your Faculty

### **MA Psychology Programs Core Faculty** <https://www.shsu.edu/academics/psychology-and-philosophy/psychology/graduate-programs/ma-core-faculty>

**Jeffrey Anastasi, Ph.D.** *Professor of Psychology*. B.S., M.A. & Ph.D., Binghamton University (SUNY). Research interests: development of false memories in children, the effect of memory monitoring on false memory reduction, and face recognition and accuracy.

**Daniella K. Cash, Ph.D.** *Assistant Professor of Psychology*. B.S., Florida Southern College; M.S., University of Alabama in Huntsville; Ph.D., Louisiana State University. Research interests: social and cognitive principles in the legal system, e.g., eyewitness memory, jury decision-making, deception detection.

**Jason Clark, Ph.D.** *Assistant Professor of Psychology*. B.S., M.S., & Ph.D., Purdue University. Research interests: attitudes and persuasion; stereotyping, stigma, and prejudice; social cognition; social influence; consumer behavior; and decision-making.

**Gulden Esat, Ph.D.** *Assistant Professor of Psychology*. B.A. Boğaziçi University, Istanbul, Turkey; M.Ed., University of Massachusetts; Ph.D., University of Houston. Licensed Psychologist. Research interests: positive psychology, well-being and prevention, mindfulness training, the role of religion and spirituality in mental health and clinical practice.

**Kesong Hu, Ph.D.** *Assistant Professor of Psychology*. B.S., Beijing Normal University; M.S., Peking University; Ph.D., The Chinese University of Hong Kong. Research interests: attention and perception, decision-making under stress, neuroscience of cognition, and statistical modeling.

**Hillary Langley, Ph.D.** *Associate Professor of Psychology*. B.A., The University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Research interests: children's mental health; children's eyewitness testimony and the impact of stress on children's memory for traumatic experiences; protective effects of prosocial behaviors and emotions (e.g., empathy, gratitude).

**Shelley A. Riggs, Ph.D.** *Professor of Psychology, Coordinator of MA Programs, Director of Clinical Training for the MA Clinical program*. B.A., M.A., and Ph.D., University of Texas at Austin. Licensed Psychologist. Research and clinical interests: family systems, attachment relationships throughout the life cycle, trauma and loss, and military psychology.

**George Scott, Ph.D.** *Assistant Professor of Psychology*. B.S., Liberty University; Ph.D., Ponce Health Sciences University. Licensed Psychologist. Research and clinical interests: health psychology, behavioral medicine, health disparities, and Community-Based Participatory Research.

**Diane Stoebner-May, Ph.D.** *Clinical Associate Professor*. Ph.D. University of Houston. Licensed Psychologist. Clinical interests: anxiety disorders, depressive disorders, and clinical supervision and training. [Note: Does not supervise student research]

### **Other Psychology Faculty**

**Jaime L. Anderson, Ph.D.** *Associate Professor of Psychology*. B.A., University of Dayton; M.S., Eastern Kentucky University; Ph.D., University of Alabama. Licensed Psychologist. Research

interests: personality disorder conceptualization and diagnosis and applied psychological assessment in forensic settings.

**Marcus T. Boccaccini, Ph.D.** *Professor of Psychology and Associate Director of Clinical Training for the doctoral program.* B.S., Santa Clara University; M.A. & Ph.D., University of Alabama. Research interests: adversarial allegiance in expert witness opinions, agreement among forensic evaluators, field reliability and validity of procedures used in forensic assessment.

**Mary Alice Conroy, Ph.D., ABPP.** *Professor of Psychology and Director of the Psychological Services Center.* B.A., Michigan State University; M.A., Colorado State University; Ph.D., University of Houston. Licensed Psychologist. Diplomate of the American Board of Professional Psychology (Forensic). Research interests: forensic clinical psychology, risk assessment, civil commitment evaluations.

**James W. Crosby, Ph.D.** *Associate Dean of the College of Humanities and Social Sciences and Associate Professor of Psychology.* B.A., Abilene Christian University; M.S.; Abilene Christian University; Ph.D. Oklahoma State University. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include bullying, victimization, school psychology, and family.

**Craig E. Henderson, Ph.D.** *Professor of Psychology and Director of Clinical Training for the doctoral program.* B.A., Howard Payne University; M.A. Hardin-Simmons University; Ph.D., University of North Texas. Licensed Psychologist. Research interests include family psychology, juvenile substance abuse treatment, custodial grand parenting, and advanced data analytic methodology.

**Ryan Marek, Ph.D.** *Assistant Professor of Psychology.* B.S., John Carroll University; M.A., Ph.D., Kent State University. Licensed Psychologist. Research interests include psychopathology, health psychology, psychological assessment in medical populations.

**Faith Nomamiukor, Ph.D., ABPP.** *Assistant Professor of Psychology.* B.S., University of Houston; Ph.D., University of North Carolina-Greensboro. Licensed Psychologist. Research interests include: sociocultural factors that influence sexual trauma recovery, with a focus on PTSD, health-related behaviors such as exercise and eating habits, and how survivor gender shapes experiences of stigma and victim blaming.

**Ramona M. Noland, Ph.D.** *Associate Professor of Psychology, Director of School Psychology Program.* B.A., Wheeling Jesuit University; Ph.D., University of Tennessee. Licensed Psychologist. Licensed Specialist in School Psychology. Research interests include general issues in school psychology, autism spectrum disorders, and issues related to testing and assessment.

**Nicholas L. Scheel, Ph.D.** *Assistant Professor of Psychology.* B.S., University of Wisconsin - Green Bay; M.A., Ed.S., & Ph.D., University of South Florida. Licensed Specialist in School Psychology. Research interests: systems change and reform efforts in implementing multi-tiered system of supports to enhance social-emotional, behavioral, and mental health services as well as crisis prevention, intervention, and postvention initiatives and practices in schools.

**Ethan Villeneuve, Ph.D.** *Assistant Professor of Psychology.* B.S., St. Cloud State University; Ph.D., University of South Dakota. Research Interests: Psychoeducational Assessment, Specific Learning Disabilities, Cognitive and Academic Abilities, School Climate

## COMPREHENSIVE EXAMINATIONS

You must take and pass a Comprehensive Examination at the close of your training in order to claim your degree. The format of your comprehensive examination differs depending upon the specific program in which you are enrolled. **Experimental MA** students will take a written comprehensive exam consisting of questions from each of the major psychological subdisciplines; the exam will be issued on a set date and returned within 72 hours. **Clinical MA** students must successfully pass an assessment capstone and a psychotherapy case capstone. Beginning with students matriculating in fall 2023, non-thesis Clinical MA students will also take a written scientific competency exam. The specifics for comprehensive exams or “Comps” for each program are detailed in the program subsections that follow.

Regardless of the program, Comps questions will demand well-integrated responses. You will be required to do more than recite information and define terms; you will be asked to apply the knowledge you have gained in coursework to problems relevant to your degree program. The goal is to measure your ability to synthesize the material to which you have been exposed. **Experimental MA** students are responsible for (a) cognitive, (b) developmental, (c) learning, (d) physiological, (e) social, and (f) statistical and research methods. Therefore, it is critical for Experimental MA students to keep their notes and textbooks from these courses so that they can study for the examination. **Clinical MA** students can ordinarily expect to integrate information drawn from (a) systems of psychotherapy, (b) psychopathology, (c) assessment, (d) psychometrics, (e) professional practice (e.g., ethics, diversity, etc), as well as (f) research methods and statistics.

Students typically sit for Comps after they have completed all the required core courses in their specialty, but before the end of the semester in which they plan to graduate. Clinical MA students will complete the Capstone Comprehensives towards the end of the practicum sequence in their third year, and non-thesis Clinical students will sit for the scientific competency exam at the end of their second year in the program. MA Clinical thesis students are exempt from the scientific competency exam because their research competency will be demonstrated by completion of the thesis.

Comps grades fall into three categories: Pass, Partial Pass/Fail, Fail. A partial Pass/Fail will require that you retake the failed portion(s) of the exam and/or receive remediation for identified weaknesses. If you fail Comps and a retake is required, you must wait until the next official test date to retake your exam. Full comprehensive exams are not administered during the summer sessions when faculty are not on annual contract. You must also be an active student, registered for at least one three-credit class, to be eligible to take a Comprehensive Exam. If you fail Comps twice, you will need to petition the CHSS Dean in writing for permission to take the exam a third time. The Dean may require remedial coursework before granting such a petition. If you fail Comps a third time, dismissal from the program is likely.

Note: If you have a disability that may require assistance or accommodation, you must contact your MA Director when you sign up for comps. The Director will require a letter from the Office of Services for Students with Disabilities verifying the disability and addressing the accommodations that need to be made.

### Experimental Psychology MA Program Comprehensive Exams

Comprehensive exams are not an arbitrary requirement; the process used to develop the exams requires extensive planning. The Comprehensive exam will test your knowledge of psychology in the subdisciplines of cognitive, developmental, learning, physiological, social, and statistical and research

methods. Students are strongly encouraged to keep their textbooks and notes from these classes to study for the exam. Faculty who teach courses or have expertise in a particular area submit possible exam questions, which are selected and assembled to produce the exam itself.

The Experimental Psychology Program Comprehensive Examination is administered two times a year on campus, typically on the first Fridays of April and November. *Check with the program Director for the exact date for a particular semester;* you are responsible for ascertaining the date and time for your exam. The examination will be made available to you by the Director on the appropriate Friday morning and you will have 72 hours to complete it (i.e., due the following Monday morning). In order to take the Comprehensive Examination for the Experimental Program, you must notify the Director of the MA Experimental Psychology program of your intention to sit for your exam by email at the beginning of the semester in which you take the exam. If you fail to notify the Director by the second Friday of that semester, you may have to wait to take your exam until the next test date during the following long semester.

Administration of the Experimental Psychology comps will be in the form of a take-home test, consisting of 6 questions that will be issued to you at a specified time on the date of the exam. You will be allowed 72 hours in which to complete your responses to 5 of the 6 examination questions; your responses must be returned by the same time the following Monday. As one of the 5 questions, all students are required to answer the Statistics/Experimental Design question. You are free, as in the real world, to consult reference materials in order to produce your responses. However, all of the information you need will have been covered in your classes, so be sure to keep your materials for study purposes. With the additional time and resources, your responses will be held to a very high standard. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tools, will be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. Additionally, once the exam has been issued to you, it means that you have agreed to take the exam and your resulting score will be part of your academic record. Thus, if you decide that you would rather take the exam the following semester, you must notify the MA Coordinator of your cancellation at least 24 hours **BEFORE** the exam is issued. If you are issued the exam and do not complete it, you will receive a Fail score and you will only have one more opportunity to pass the exam without petitioning the Dean for an exception.

For these reasons, you should take ample time to review the materials from your courses to ensure you are fully prepared for the Comps exam. Allow us to offer these suggestions:

- Refer to your class notes and textbooks – the answers are there.
- Organize your answers! Make your organization economical and avoid repetition.
- Make a point-by-point outline before beginning to answer a question.
- Be certain each point is relevant to the question asked.
- Address ALL points within each question.
- Stay focused on the main issues in the prompt. A very good answer to a question that wasn't asked may be a very poor answer.
- Be certain any factual assertions you offer are correct.
- Always give credit for materials you are using. In other words, cite all of your sources using proper APA citation formatting.

After you submit your Comprehensive exam, your responses are disseminated to appropriate faculty with

your name removed. Each of your answers is read by two members of the faculty, who assign it a score using the Comprehensive Exam Question rubric (see Appendix A). The average of these two faculty scores will reflect the final score for that particular question. On the current rubric for each exam question, a score of 9 or higher on one question is passing. For the full comprehensive exam with all 5 questions, a High Pass = 65-75 points; Pass = 45-64 points; Fail  $\leq$  44 points. For a full Pass, you must score a total of 45 or above and pass all 5 questions you answered. If you score 8 or below on 1-2 questions, you will receive a partial pass/fail and must schedule a retake of the failed domains (which will comprise different questions) within 60 days of result notification or notify the Director that you will wait for the next scheduled exam date. If you score 8 or below on three or more questions, you will receive a Fail and must wait until the next scheduled exam date to retake the full comprehensive exam.

### **Clinical Psychology MA Program Comprehensive Exams**

At the end of your training in the SHSU Master's Program in Clinical Psychology, you should have gained extensive knowledge, skills, and experience. Thus, the primary purpose of the clinical comprehensive exam is to ensure that graduates have developed clinical competence and are able to think, reason, and behave like a professional in the field. The Comprehensive exam for the clinical program will be scheduled towards the end of Practicum III and will consist of two parts based upon two elements: (1) a psychotherapy case study capstone and (2) an assessment case study capstone. The two capstones will be scheduled by the PSYC 6393 instructor and the MA Clinical Director. For each part, a faculty committee of psychologists who are knowledgeable in the specific element being tested will be assembled. After faculty have scored your performance on a rubric (see Appendices C & D), you will be notified of results by the MA Clinical Director and/or PSYC 6393 instructor, typically within 2 weeks of the test date. Students matriculating into the program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their 2<sup>nd</sup> year in the program.

#### ***Assessment Capstone***

For the assessment capstone of your comprehensive exams, you will be given referral details, presenting concerns, background information, behavioral observations, and test data (achievement, intelligence, personality) for a hypothetical client. The exam requires you to complete the written assessment report, which will involve describing the measures, reporting and interpreting the scores from each test instrument, and providing a final integrative summary that includes diagnosis and recommendations. You will also describe the strengths and weaknesses of each assessment instrument. A rubric for the Assessment capstone is provided in Appendix C.

#### ***Psychotherapy Case Capstone***

For the psychotherapy case study capstone, you will present a current clinical case (deidentified) from your practicum site. You will guide the committee through your thought processes and considerations for this specific case with the assistance of a power point presentation. Specifically, you must describe referral information; report and evaluate any background or historical considerations for this case (e.g., developmental, ACEs, ethical, cultural); summarize the clinical assessment process, including symptoms and diagnosis for the case; describe the treatment goals and plan for this case; discuss the treatment implementation and relative success of treatment. The committee will hear your justification for each element and will ask you additional questions or request clarification of answers. A rubric is provided in Appendix D to help you craft the case study capstone presented to the faculty committee.

#### ***Scientific Competency Exam***

In order to ensure the scientific competency of all graduates, students enroll in advanced courses covering statistics, experimental design, and psychometrics. Students who elect the thesis concentration also gain additional research experience and successful completion of the thesis demonstrates achievement of Master's level competency in this domain. Students matriculating into the MA Clinical Psychology program in fall 2023 or later who do not conduct a thesis will also be required to pass a written exam on scientific competency in the spring of their second year in the program. This exam will be administered on the first Friday of April, at the same time as the annual comprehensive exams for the Experimental Psychology MA program. The scoring rubric is located in Appendix A.

You will be allowed 24 hours in which to complete your response, which must be returned by the same time the next day (Saturday). This means that you are free, as in the real world, to consult reference materials in order to produce your response. However, all of the information you need will have been covered in your classes, so be sure to keep your materials for study purposes. Your work, of course, is to be your own. You should NOT consult with anyone about the answers and you should NOT try to use an AI app. You should also be aware that TurnItIn.com, or other similar plagiarism detection tool, will be used to check for answers/references obtained, falsified and/or used inappropriately. Plagiarism, cheating or other falsification is grounds for dismissal from the program. If you are issued the exam and do not complete it, you will receive a Fail score and you will have one more opportunity to pass the exam without petitioning the Dean for an exception.

## STUDENT RESOURCES

### Professional Involvement

We encourage you to take every opportunity to begin establishing yourself as a professional from the beginning of your training. Consider joining professional associations in your area(s) of interest; most provide student memberships at reduced rates that entitle you to receive one or more journals and provide you with information about regional and national meetings. The meetings themselves are often great fun, and presenting a paper or poster at one of them is a wonderful experience and professional accomplishment. Regional and national meetings that are frequently attended by faculty and students from our program include the following:

- American Psychological Association (APA) <http://www.apa.org>
- Developmental Psychology <https://www.apa.org/about/division/div7>
- Quantitative and Qualitative Methods <https://www.apa.org/about/division/div5>
- Society for Clinical Psychology (SCP) <https://div12.org/>
- Society for Experimental Psychology and Cognitive Science <https://www.apa.org/about/division/div3>
- Society for General Psychology and Interdisciplinary Inquiry <https://www.apa.org/about/division/div1>
- Society for Personality and Social Psychology (SPSP) <https://www.spsp.org/>
- Association for Psychological Science (APS) <http://www.psychologicalscience.org>
- American Psychology-Law Society (APLS) <http://www.apadivisions.org/division-41/>
- International Association for Relationship Research (IARR) <https://iarr.org/>
- Society for Personality Assessment <https://www.personality.org/>
- Southwestern Psychological Association (SWPA) <http://www.swpsych.org/>
- Texas Psychological Association (TPA) <http://www.texaspsyc.org>
- Sam Houston Area Psychological Association (SHAPA) see TPA website

### Travel Assistance for Professional Activities

To help students defray expenses incurred by participating in professional scholarly conferences and other such activities, funding for travel is offered by the Office of Graduate Programs at <http://www.shsu.edu/dept/graduate-studies/>. Additionally, the Department of Psychology is sometimes able to offer small travel subsidies. In requesting departmental assistance with travel to a conference, students must (1) provide evidence that their paper has been accepted at the meeting; (2) submit a formal request for travel assistance to the Chair of the Department or to the administrative assistants in the Department; (3) observe all University requirements concerning travel, primarily the filing of a travel request form (available from the Graduate Secretary) with the University Travel Office. In order to qualify for travel assistance, the student must apply at least one-and-a-half months in advance and preferably at the beginning of the academic year, when travel funds are allocated.

### Financial Awards

The University offers several types of financial awards to eligible graduate students. The amounts may vary from year to year. These include:

1. *Scholarships* – Various scholarships are awarded each semester, subject to availability of funds and eligibility. Additionally, scholarship recipients of \$1000 or more qualify for in-state tuition rates.
  - a. The College of Humanities and Social Sciences makes some awards on a competitive basis to beginning students. Current and new students may apply for the same scholarship and are expected to have GPAs of 3.7 or better in their graduate courses. The College

awards are made each semester and must be applied for prior to each semester. The application deadlines are mid-November for spring awards, mid-May for summer awards, and early July for fall awards. You may apply for the CHSS scholarship on Scholarships4Kats: <https://shsu.academicworks.com/opportunities/43587>. For more information about the CHSS scholarship, contact Ms. Jennifer Knapp, Administrative Assistant in the College of Humanities and Social Sciences, by either phone (936-294-2206) or e-mail ([jennifer.knapp@shsu.edu](mailto:jennifer.knapp@shsu.edu)).

- b. Another scholarship is offered by the Office of Graduate Studies. New students can apply – August 1 deadline. The link to the application form for the Graduate Studies scholarship is <https://www.shsu.edu/dept/graduate-studies/paying-for-school.html>. Contact the Office of Scholarships for additional information about other scholarship programs. Their number is provided in the “Other Useful PhoneNumbers” section of this handbook.

2. *Financial Awards through the University Financial Aid Office* – There are also the usual sources of support available from the Office of Financial Aid. These include:
  - a. Grants
  - b. State Tuition Exemption Programs
  - c. Student Loans

Visit the Financial Aid and Scholarship Office to search for the funding opportunities (<http://www.shsu.edu/dept/financial-aid/>). You may also want to pay special attention to the Scholarships4Kats program which allows you to fill out a single scholarship application for eligibility for various scholarships. The Scholarships4Kats Program automatically matches students with scholarships for which they qualify. By filling out a single on-line application, the student applies for all available scholarships on campus. For information about the Scholarships4Kats Program and a link to the application form as well as additional scholarship information, go to the following website: <http://www.shsu.edu/dept/financial-aid/scholarships/index.html>.

3. *Graduate Assistantships* – Graduate student employment opportunities across campus (e.g., Rec Center, Student Health Center, Criminal Justice Center, Academic Success Center) are posted on <https://shsu.peopleadmin.com/>. In addition, the Department of Psychology and Philosophy is able to award a limited number of graduate assistantships (GA) to Masters students. If you are interested in GA opportunities, obtain an application from the administrative assistants in the main office of the Department of Psychology.
  - a. Graduate Assistantships (10-20 hr/week) – The work that GAs do varies greatly. If assigned to specific course and instructor, GAs are typically asked to grade exams, record grades, accept assignments, make copies, hold office hours to assist students, and generally provide other clerical duties for the instructor. If interested, you may request and be given the opportunity to guest lecture in the course. GAs for laboratory courses are often asked to handle a higher workload such as lecturing more often and grading papers in addition to the mentioned activities.
  - b. Research Assistantships – Students interested in working as a research assistant should contact specific faculty members directly. Research Assistants are only funded by faculty grants, not the department or university. Unfortunately, the opportunities for receiving a paid research assistantship are fairly rare for Masters students.

### **Standards of Professional Conduct for Graduate Assistants**

As employees of Sam Houston State University and the State of Texas and as representatives of the Department of Psychology, graduate assistants must comply with the rules of professional conduct and

ethical behavior to which all other faculty and staff are bound, including FERPA and Title IX regulations.

While the Chair of the Department of Psychology and the immediate supervisors of graduate assistants try to make reasonable accommodations for GAs, graduate assistants are employees who, like all other faculty and staff, must comply with assignment schedules and will be dismissed if they do not fulfill their job responsibilities.

### **Grounds for Dismissal from Assistantships**

Gross violation of University policy, criminal violation of Texas state and United States federal laws, or failure to comply with workload expectations will result in dismissal from the graduate assistantship, either by non-renewal of the assistantship appointment at the end of an academic year, termination at the end of the semester, or immediate dismissal. Dismissible offenses include, but are not limited to, the following:

- Clear violations of ethical conduct, including violations of confidentiality
- Failure to fulfill teaching duties, tutoring obligations, and/or editorial and research assignments
- Unwillingness and/or failure to respond to supervision or remediation
- Misrepresentation of credentials
- Confirmed academic dishonesty in classwork
- Failure to maintain academic good standing

### **Student Services**

#### ***Library***

The library subscribes to various journals that are available electronically and in print as well as books. In fact, the library holds over 1.3 million books, bound periodicals, and government documents and a variety of formats, including multimedia, digital collections, microforms, microfiche, phonograph records, videotape, and newspapers. Other groups of materials housed in the Newton Gresham Library include paperbacks for recreational reading, current periodical issues, new books, and a children's literature collection. A multimedia lab, music listening room, study carrels, a small lounge area furnished with vending machines, a coffee shop, and a copy center, including a public fax machine, are provided for the convenience of students and faculty. Library holdings information may be electronically accessed through an online catalog from hundreds of library and campus computer workstations, as well as remotely via the Internet. The Library also has a team of professional librarians, support staff, and student assistants to provide reference, interlibrary loan, circulation, acquisitions, and other library services to the faculty and students of the University. Contact Library Services if you're interested in any of the excellent services offered by the Library. Additionally, take advantage of the tutorials offered by the Library that will show you how to use Illiad, our impressive interlibrary-loan system; Refworks, a referencing software; or PsycInfo, THE search engine for scholarly psychology materials.

#### ***Computer Services***

You have access to all the marvels of the Sam Houston State University network. Importantly, the Psychology Masters programs maintain a listserv to which faculty and students frequently post messages. You are required to register as a member of the PsychMasters list by going to <https://lists.shsu.edu/postorius/lists/psychmasters.shsu.edu/> and following instructions to apply. This is one of the ways that the MA Directors will inform you about various opportunities, such as job openings, scholarships, social get-togethers, etc. In addition, there are various computer programs that, as a student of SHSU, you have access to all over campus and some you may access remotely. Visit the Office of Information Technology's website for a list of programs that are available to you. You may also find helpful links concerning user accounts, wireless access, computer labs, tutorials, and other

technology-related information that may be very helpful to you.

### ***Duplication & Printing Services***

The University provides photocopy services for students in the Newton Gresham Library and at the Sam Houston Press. Check the Press offices for very competitive prices when you have large copying jobs. There are also several commercial establishments near the campus which offer photocopying services at reasonable rates. Additionally, the Library provides excellent, low-cost printing services for conference posters that are used extensively by faculty and students alike.

### ***Services for Students with Disabilities***

The mission of the Services for Students with Disabilities (SSD) is to promote equal access for students with disabilities to the educational programs, services, and activities at SHSU. SSD affords students with disabilities the opportunity to reach their full potential by providing academic adjustments and auxiliary aids and services; promoting independence and self-advocacy; and making referrals to support services on campus and in the community. Students with disabilities must contact this office to complete the necessary paperwork and assessment procedures in order to obtain academic accommodations in coursework.

### ***First Gen Center***

A student is considered first-generation if neither parent nor guardian earned a bachelor's degree in the United States. Approximately 53% of SHSU students are first-generation students! The First-Generation Center is here to assist you in navigating higher education and connecting with SHSU's community of first-generation students, faculty and staff who will support and encourage you throughout your entire academic journey. The Center provides professional staff one-on-one mentoring to first-gen students to connect them to university resources, services, and provide them support. The FGC provides first-gen programming to advance a culture of engagement and perseverance, promoting a sense of belonging and empowering first-gen students to succeed.

### ***Student Medical and Mental Health Services***

The Student Health Center provides medical care for students as well as low-cost dental care. The University Counseling Center provides mental health services for all students and is housed in the health center facility on campus. MA Clinical Psychology students do their first practicum at the SHSU Counseling Center. During Practicum I, other counseling services are available through TimelyCare, a free virtual mental health service for students, as well as the Jack Skaggs Counseling Clinic maintained on campus by the Department of Counselor Education. The Program also keeps a list of low-cost mental health resources for students if they prefer to seek services outside of the university (See Appendix E).

### ***Additional Student Services:***

The Academic Success Center offers academic coaching and tutoring, graduate writing workshops, and financial wellness coaching, among other services. Legal and notary services are available at no charge to students through the office of Student Legal & Mediation Services. The Health and Kinesiology Center has extensive exercise and intramural sports facilities available for faculty, staff, and students.

## UNIVERSITY REQUIREMENTS AND POLICIES

For a comprehensive list of graduate student Degree Requirements and Academic Guidelines, follow this link to the online version of the university's Graduate Catalog:

<http://catalog.shsu.edu/graduate-and-professional/academic-policies-procedures/degree-requirements-academic-guidelines/#degree-requirements>

### Academic Good Standing

In order to achieve and remain in **academic good standing** at Sam Houston State University, a graduate student must maintain an overall grade point average of at least 3.0 on all graduate coursework attempted.

A 3.0 overall grade point average is the absolute minimum required for graduation. A graduate student who falls below a 3.0 overall grade point average at the close of any semester during which one or more semester credit hours are attempted will be placed on probation. If an enrolled student on probation fails to achieve a minimum 3.0 overall grade point average at the close of the next semester following the start of the probation, the student will be terminated from the program and university.

Students who earn a grade of "C" in any course (repeated or distinct course) within the academic program may have their graduate status reviewed by a committee comprised of the department or college's graduate faculty. The committee will recommend an appropriate remediation for the student. The grade of "NC" is treated as a grade of "C" for the purpose of determining Academic Standing, but is considered an insufficient grade to meet degree course requirements. A graduate student who earns a grade of "F" in any graduate course will be terminated from graduate studies. Students who earn an "F" during the semester of their anticipated graduation will be terminated from graduate studies and will not be eligible to graduate in that term. The appropriate academic dean may place on probation, retain on probation, or terminate any student deficient in grade points without regard to the regulations previously stated.

Any appeal for a review of the termination of graduate status should be directed in writing through the Director of the program, then to the Chair of the department, then to the academic dean of the college, and finally to the Provost and Vice President for Academic Affairs. Refer to [Academic Policy 910312](#) for further information regarding the probation, suspension, and termination regulations for undergraduate and graduate students at Sam Houston State University.

If a student wishes to pursue a different program after being terminated from the original program, the student must complete the admissions process and be accepted into the new program. A student must be in Academic Good Standing in order to change to a new program **or** receive a release from the academic program, academic dean of the college, and Dean of The Graduate School. Once accepted to the new program, the previous program must release the termination block in the Registrar's Office before the student can register in the new program.

### Academic Honesty

The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsification of research data, or the abuse of resource materials on an examination or other academic work. Any student accused of dishonesty is subject to academic penalties and may be referred to the Dean of Student's office for additional disciplinary action.

The Sam Houston State University *Student Guidelines* published by the Office of Student Life define cheating, plagiarism and other forms of academic dishonesty, as well as discipline procedures and student rights to appeal or file a grievance. Procedures in cases of academic dishonesty and academic grievances are governed by SHSU Academic Policy Statement 810213 (see [https://www.shsu.edu/dept/academic-affairs/documents/aps/810213%20Procedures%20in%20Cases%20of%20Academic%20Dishonesty\\_2022.pdf](https://www.shsu.edu/dept/academic-affairs/documents/aps/810213%20Procedures%20in%20Cases%20of%20Academic%20Dishonesty_2022.pdf)) and SHSU Academic Policy Statement 910312 (see <https://www.shsu.edu/dept/academic-affairs/documents/aps/910312%20Academic%20Probation%20and%20Suspension.pdf>).

## **Graduate Enrollment and Completion Requirements**

A student is required to complete the master's degree within a six-year period, measured from the date of initial enrollment for graduate credit in a particular degree program. The period of time a student is on an approved leave of absence will not be counted as time accumulated towards that six-year deadline for completion of the degree. Any extension of the master's degree six-year deadline must be approved in writing by the appropriate academic dean. A student on a leave of absence will be considered an active student for purposes of official records but will not have access to University services.

Once a student enrolls in a thesis course, the student must enroll in such course in each subsequent fall, spring, and summer semester until the thesis/dissertation is successfully completed. The dean may approve a leave of absence and waive the continuous enrollment requirement when appropriate and requested in writing by the student. Students are required to enroll in the appropriate thesis course in the semester for which the student is approved for graduation. If the degree in question is not awarded at the end of that semester, re-enrollment in the appropriate thesis course is required during the subsequent semester in which the degree is again expected to be awarded.

## **Graduate Student Course Load**

Full-time graduate enrollment during the fall or spring semesters is 9 credit hours and drops to 6 credit hours in the summer. Students who receive financial aid are expected to be full-time students. However, if a student holds a 20-hour graduate assistantship, they may take 6 credit hours in long semesters and 3 in the summer semester and still receive financial aid. Consult with the financial aid office for more information.

The maximum permissible load for graduate students is 12 hours of coursework during the long semesters. The maximum permissible load is 6 hours during a single summer session of five weeks. Maximum loads should be chosen judiciously and are not recommended; consult your MA Director.

## **Transfer Credit**

The University may accept up to 9 hours of coursework at other accredited universities toward the Masters of Experimental Psychology degree and up to 15 hours towards the Masters of Clinical Psychology degree. If you wish to use transfer credit to replace any required course, you'll need to consult with your program Director and provide documentation of the content of your course (e.g., the course syllabus) along with your written request. This information is typically given to the SHSU faculty member who teaches our similar course for review; only if our faculty agree that your transfer courses sufficiently duplicate the material will transfer credit be granted. Please note that our Dean must also agree that transfer credit is suitable before it is allowed.

## **Leave of Absence**

Graduate students who have not completed their formal course requirements are expected to enroll continuously in the Program, taking courses in each consecutive Fall and Spring semester after initial registration. Candidates who do not expect to be enrolled should request a leave of absence in a letter to the Program faculty stating the reason for the leave. Upon program recommendation, leave of absence is granted at the discretion of the Dean. During a leave of absence, a candidate cannot make use of college or university resources, nor can a candidate take comprehensive exams or propose/defend thesis.

You need to do nothing at all if you wish to take a summer off. Summer classes are not necessary to be considered to be making normal progress toward the Master's degree in Experimental Psychology, and are only required in the first summer for the Master's degree in Clinical Psychology. Note, however, that you have six years from the date of your first enrollment to claim your degree. After six years have elapsed, your old coursework may no longer be applied toward our degree requirements unless you have special dispensation from the Dean of Graduate Studies.

## Resignation

Per SHSU guidelines for resignation (official withdrawal) from an SHSU course, a student must notify the Registrar's Office and process a Resignation Request. The Resignation Request must be in writing and becomes effective on the date received by the Registrar's Office. The effective date of the Resignation Request, as received by the Registrar's Office, is the date used for determining any refund as authorized in the State Refund Policy. The student is responsible for clearing all debts owed to the University. A student who wishes to drop all courses must officially resign from the university. A student who discontinues attending class and fails to officially resign from the University will receive a grade of "F" in each enrolled course. A student who resigns after the 12th class day of a regular semester or after the 4th class day of a summer session will receive a mark of "W" for each course. A student who resigns from the University while enrolled in a course whose duration is less than a normal term will receive a mark of "W" if the resignation occurs after one-half of that course time has been completed.

## Grievances

Occasionally, misunderstandings may arise between a professor and a student concerning grading, classroom participation, and so forth. The accepted philosophy of the academic community maintains that professors completely administer each class they teach, subject to the policies of the college and the University. Faculty have developed a problem-solving procedure that we hope will represent an effective, quick resolution to faculty-student problems:

1. Faculty and students are encouraged to first meet in person to discuss and resolve disagreements/problems informally.
2. If an informal meeting between student and faculty fails to resolve the problem, either the student or the faculty member can request a meeting with the Chair of the Department, who will then schedule a meeting with both the faculty member and the student.
3. If the issue is still not resolved, the student should refer to the University Grievance Procedures, which are online at [http://www.shsu.edu/dept/dean-of-students/std\\_grievance\\_proc.html](http://www.shsu.edu/dept/dean-of-students/std_grievance_proc.html).

## Appeal of a Grade

Procedures for appeal of a grade are located in the Academic Policy Manual, which you can view online at <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>.

## Classroom Rules of Conduct

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for their inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior. For further information, see <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct> .

## **Religious Holy Days**

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done no later than the 15<sup>th</sup> class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

## **Notice to Persons with Disabilities**

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Services for Students with Disabilities Office in the Lee Drain Building. The phone number is 936-294-3512.

## **Office of Title IX and Discrimination Resolution**

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits discrimination based on race, color, religion, sex, and national origin in employment; and the Campus Sexual Violence Elimination Act. The SHSU Office of Title IX and Discrimination Resolution is responsible for reports and investigations of discrimination or harassment on the basis of race, creed, ancestry, marital status, citizenship, color, national origin, sex, religion, age, disability, veteran's status, sexual orientation, gender identity, or gender expression in employment, educational programs, activities, and admissions. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII, and includes sexual harassment and sexual assault. For additional information concerning Title IX or other issues regarding sexual discrimination, a statement of rights, defining consent, or other frequently asked questions, please go to the following website: <http://www.shsu.edu/titleix/>.

Students may contact the Office Director and Title IX Coordinator at: Thomason Bldg, Suite 302, 936-294-3080. The Title IX Coordinator's responsibilities include providing leadership, consultation, and oversight of compliance activities at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community. SHSU encourages everyone to immediately consult with or report incidents of discrimination, sexual harassment or sexual misconduct to the Title IX Coordinator or Deputy Title IX coordinators.

Sexual Misconduct cases may also be reported to the Sam Houston State University Police Department (UPD), the Huntsville Police Department (HPD) and other local law enforcement authorities. The Title IX Coordinator/Deputy Coordinators can assist individuals with contacting law enforcement agencies.

### **Family Education Rights and Privacy Act (FERPA)**

Records for all MA Psychology students are kept in a protected electronic files (including Tevera) or in a locked drawer in a locked storage room inside the main department office. These records include admissions data, annual progress review materials, practicum evaluations, and any formal correspondence or remediation plans. The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student education records. This law also affords students certain rights with respect to their education records. The law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of the student. There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency in order to protect the health or safety of students or other persons.

Additionally, under FERPA, students have the right to:

- Inspect and review their education records
- Seek to amend their education records
- Have some control over the disclosure of information from their education records (Buckley Amendment)
- File a complaint for an alleged violation of FERPA rights

FERPA law provides that an institution of higher education shall state what information in a student education record is to be considered Directory Information which may be released without prior student consent. Under FERPA, Sam Houston State University has established the following as directory information:

- Name
- Local/Home/E-mail Addresses
- Major/Minor
- Local/Home Telephone Numbers
- Degrees, Diplomas, Certificates and Date of Award
- Honors and Awards
- Classification
- Extracurricular Activities
- Birth Date and Place of Birth
- Names and Addresses of Parents/Legal Guardians
- Weight, Height, and Related Information of Athletic Team Member

The above directory information will be available for release to the general public. However, the Buckley Amendment under FERPA, states that each student has the right to inform SHSU that any or all of the above information is not to be released. Sam Houston State University will honor the student's request to restrict the release of "Directory Information" as listed.

A student may restrict the release of directory information by submitting the Buckley Amendment Form (click on the following link to obtain the [Buckley Amendment Form](#)) to the Registrar's Office located on the 3rd floor of the Estill Building. Forms must be submitted to the Registrar's Office prior to the twelfth

class day of the fall and spring terms and the fourth class day of the summer term. Additionally, the restriction of information remains on the students' record until the student takes action to remove it. If the student restricts their information, the university campus staff and faculty will view a confidential message on all student records found in our current Banner student information system and no information can be released on that student without the written permission of the student. This includes the restriction of the student's name being listed in the commencement program, the honor's list, and the Dean's/President's list. Release of information contained on a student's academic transcript without the written consent of the person(s) identified on the document is in violation of Sec. 438 Public Law 90-247 (FERPA).

Additional FERPA information regarding University policies on student rights is available under the Student Guidelines maintained by the [Dean of Students](#). For more information, please visit [www.shsu.edu/students/guide/](http://www.shsu.edu/students/guide/).

It is a violation of FERPA to discuss a student's record with any person without a legitimate education interest. This pertains to discussions on and off the job. Violation of confidentiality and security may lead to appropriate personnel action.

**Questions?** The FERPA campus official at Sam Houston State University is the Registrar. If you have any questions concerning FERPA or what information can or cannot be released, please contact the Registrar's Office. If they cannot answer your question, they will consult the Department of Education.

**Registrar's Office**  
**BOX 2029**  
**Huntsville TX 77341**  
**(936)294-1048**  
**Or**  
**Toll free (866) 232-7528 ext. 41048**  
**Email at: [ask.regstaff@shsu.edu](mailto:ask.regstaff@shsu.edu)**

## TEXAS STATE LICENSURE

Clinical practice in the state of Texas is regulated by the Texas State Board of Examiners of Psychologists (TSBEP), which is part of the Texas Behavioral Health Executive Council (TBHEC). TSBEP certifies Licensed Psychologists, Licensed Psychological Associates (LPA) and Licensed Specialists in School Psychology. Our Clinical Psychology MA program is specifically designed to meet the LPA licensing requirements of the Board and your coursework and practicum experiences will make you eligible to sit for the Examination for Professional Practice in Psychology (EPPP). The degree does NOT prepare graduates for certification as a License Professional Counselor (LPC), which requires different courses and a different examination. Our students have had an excellent track record of success in taking the EPPP exam. The board can be contacted at:

Texas Behavioral Health Executive Council  
Texas State Board of Examiners of Psychologists  
333 Guadalupe St., Ste. 3-900  
Austin, Texas 78701  
Main Line (512) 305-7700

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>

The Council is open Monday – Friday, 8:00 A.M. to 5:00 P.M., but closed on state holidays.

## APPENDIX A:

### SHSU Master of Arts in Experimental Psychology Comprehensive Examination Rubric

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<ul style="list-style-type: none"> <li>• Averaged grader total score for each question: Passing = 9-15, Not Passing = 8 or less</li> <li>• <sup>1</sup>Total Comprehensive Exam score: High Pass = 65-75; Pass = 45-64; Fail = 44 or less</li> </ul>				<b>TOTAL SCORE:</b>	
Category	0 - Unsatisfactory	1 - Marginal	2 - Satisfactory	3 - Proficient	
<b>Completeness of Answer</b>  Rating:	Response did not address the question. Many parts of the question are not answered fully, such that a lot of basic information is missing.	Response demonstrates basic understanding of the question, but one or more parts of the question are not addressed or basic information is missing.	Response demonstrates adequate understanding of what the question is asking. All parts of the question are answered and basic information is provided.	Response demonstrates thorough understanding of the question. All parts of the question are thoroughly answered, going beyond basic information.	
<b>Knowledge &amp; Accuracy</b>  Rating:	One or more of the following: Response reflects little/poor knowledge of the topic, e.g., inadequate scholarly background or discussion of the topic. Many details and statements are incorrect and/or highly misleading.	One or more of the following: Response reflects minimal knowledge, providing limited scholarly background or superficial discussion of topic. Some details and statements are incorrect and/or misleading.	Response reflects adequate integration of information and sufficient knowledge of topic. Details and statements are accurate, with few/minor errors that do not mislead the reader.	Response reflects exceptional breadth of knowledge and discussion indicates deep understanding of topic. All details and statements are accurate and pertinent to the question.	
<b>Application of Theory &amp;/or Research</b>  Rating:	One or more of the following: No or very little theory or research is applied to the answer. Argument/ conclusion is absent, wholly illogical or unsupported by the research presented.	One or more of the following: Theory or research is applied to the answer, yet is sometimes absent where expected. Argument/ conclusion is weak or incomplete, e.g., sometimes stretches logic or is unsupported by the research presented	One or more of the following: Theory and/or research is sufficiently applied to the answer. Argument/ conclusion is adequate, e.g., for the most part logical and supported by the theory or research presented	One or more of the following: Theory and/or research is consistently and thoroughly applied to the answer, resulting in a scholarly, thoughtful voice throughout response. Argument/ conclusion is strong, e.g., highly logical, provides considerable/ compelling research support	
<b>APA Style</b>  Rating:	One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are not provided, or they are not relevant to the topic. Does not use APA style (e.g., AMA, copy/pasted from online) or many major errors appear in the APA style of in-text citations or reference list.	One or more of the following: Verifiable <i>scholarly</i> <sup>2</sup> citations are provided, but a number of key issues or portions of the response are unsupported, incorrectly cited, and/or are not from scholarly sources. Some major errors appear in the APA style of in-text citations or reference list.	Verifiable <i>scholarly</i> <sup>2</sup> citations are provided and accurate for most key issues. APA style is correctly applied to in-text citations and reference list, although few minor errors (e.g., punctuation) may be present.	Consistently and correctly cites verifiable <i>scholarly</i> <sup>2</sup> references that support all key issues. APA style is correctly applied with no errors to in-text citations and reference list.	

CONT. next page

<sup>1</sup> A student who earns a failing grade on any single question of the comprehensive exam will need to complete remedial actions as specified by the examination committee. Such actions may include any of the following: further study; re-writing/retaking portions of the exam; or re-taking the entire exam in another semester.

<sup>2</sup> *Scholarly* = Professionally published article, chapter, book; Excludes ALL sources that are not published in scholarly outlets, e.g., instructor quotes/powerpoints, non-peer-reviewed online articles, etc.

<p><b>Professional Scientific Writing</b></p> <p>Rating:</p>	<p>One or more of the following: Response contains an abundance of colloquialisms and/or many errors in grammar, usage, and mechanics so that meaning is obscured. The writing is disorganized and lacks clarity.</p>	<p>One or more of the following: Response contains colloquialisms and/or noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited clarity and organization in the response.</p>	<p>Response uses professional language, is free of colloquialisms and exhibits only minor errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is clearly written and organized.</p>	<p>Response uses professional language, is free of colloquialisms and errors in grammar, usage, and mechanics that would distract the reader from the content. The writing is notable for its excellent clarity and organization.</p>
<p>Notes:</p>				

## APPENDIX B:

### SHSU Clinical Psychology MA Program Evaluation of Practicum

**Practicum Student:** \_\_\_\_\_

**Practicum: I - II - III Semester/Year under Review:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_

**Methods of Supervision (check all that apply):**

Audiotape                       Videotape                       Review written reports  
 Live observation               Co-therapy                       Role-playing  
 Discussion                      Other : \_\_\_\_\_

**Ratings:** Evaluations should be based on the level of clinical and professional competencies corresponding with the *trainee's current developmental stage in training*. Please assign a score to each competence area using the following scale.

1	Unsatisfactory	Performance is not commensurate with the expected level of the trainee's practicum semester; the competency area is in clear need of additional training and supervision.
2	Marginal	Performance is below average for the expected level of the trainee's practicum semester; with further supervisions and training, the assessed competency area is expected to
3	Satisfactory	Performance is commensurate with the expected level of the trainee's practicum semester.
4	Above Average	Performance is consistently above average; work shows some advanced functioning related to the expected level of development for the trainee's practicum year.
5	Excellent	Performance consistently demonstrates an exceptional level of functioning for the trainee's practicum semester.
N/A	Not Applicable	Insufficient data to rate this competence area at this time.

Competency Areas to be Evaluated

1. Ethical & Legal Standards	1	2	3	4	5	N/A
A. Be knowledgeable of APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.						
B. Act in accordance with APA Ethical Principles, Code of Conduct, relevant laws, and other professional standards and guidelines.						
C. Conduct self in an ethical manner in all professional activities.						

D. Recognize ethical issues/dilemmas and legal issues as they arise.						
E. Apply ethical decision-making processes to resolve ethical issues or dilemmas encountered.						
F. Seek appropriate information, supervision, and/or consultation when faced with ethical issues.						

Comments on Strengths and Areas for Growth:

<b>2. Individual and Cultural Diversity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Understand how one's own personal/cultural history, attitudes, and biases may affect understanding and interactions with others, including peers and clients.						
B. Be knowledgeable of current theoretical and empirical knowledge bases as it relates to addressing diversity in all professional activities.						
C. Integrate awareness and knowledge of individual and cultural differences in all aspects of professional psychology work.						
D. Be able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered.						
E. Demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict within one's own identity and worldview.						
F. Demonstrate ability to articulate an approach to work effectively with diverse individuals and groups.						
G. Apply the identified approach effectively in their professional work.						

Comments on Strengths and Areas for Growth:

<b>3. Professional Values, Attitudes, and Behaviors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, and concern for others' welfare.						

B. Demonstrate commitment to life-long learning by taking initiative in pursuing professional growth.						
C. Demonstrate adequate responsibility and accountability relative to one's level of training.						
D. Demonstrated openness to new/different ideas and professional viewpoints, including theories and ways of conceptualizing or working with clients.						
E. Engage in self-reflection regarding one's personal and professional role and functioning, including the awareness of the extent and limits of one's own skills and abilities.						
F. Show willingness to admit and take ownership of their mistakes.						
G. Learn from mistakes and engage in activities to improve performance and professional effectiveness.						
H. Develop and exercise self-care and stress management skills effectively to maintain wellbeing and prevent interference with professional conduct and clinical work.						
I. Demonstrate effective time management and organization skills (e.g., tracking due dates, professional tasks and clinical notes/records in a timely manner, arriving promptly at meetings/appointments, synthesizing feedback from multiple sources for best actions, etc.).						
J. Develop and maintain appropriate professional image and presentation (e.g., good personal hygiene, appropriate dress, etc.)						

Comments on Strengths and Areas for Growth:

<b>4. Communications and Interpersonal Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Develop and maintain effective relationships with a wide range of (non-client) individuals, including peers and colleagues, support staff in organizations, and supervisors.						
B. Demonstrate ability to fully participate in practicum/group supervision and work collaboratively with others.						
C. Demonstrate proper emotional stability and effective affect regulation ability.						
D. Demonstrate strong ability to listen and be empathic with others.						

E. Produce informative and well-integrated oral and written communications with others.						
F. Provide both positive and constructive feedback to peers in a respectful and caring manner.						
G. Demonstrate ability of tolerating ambiguity and uncertainty.						
H. Demonstrate adequate abilities to manage difficult communication and interpersonal conflict well.						
I. Demonstrate openness and non-defensive acceptance to feedback from peers, faculty, or others.						
J. In non-clinical social interactions, apply reflective skills to examine one's own motives, attitudes, behaviors, and their effects on others.						

Comments on Strengths and Areas for Growth:

<b>5. Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.						
B. Collect relevant data using multiple sources and methods appropriate to the identified goals/questions of assessment.						
C. Select and conduct multiple assessment methods appropriate to relevant diversity characteristics of the service recipient.						
D. Interpret assessment results accurately, following current research and available empirical literature.						
E. Use assessment results to inform case conceptualization, diagnosis, classification, and recommendations, while guarding against potential biases embedded in the assessment system.						
F. Communicate orally and in writing assessment results and implications accurately and effectively with clients.						
G. Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.						

H. Demonstrate accurate understanding of the strengths and limitations of current diagnostic systems.						
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Comments on Strengths and Areas for Growth:

<b>6. Intervention</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Recognize and handle clinical crises and emergencies in a professional manner.						
B. Develop strong basic clinical skills, including empathic listening, paraphrasing, reflection of content and emotions, probing, framing problems, etc.						
C. Establish and maintain effective relationships with the recipients of psychological services (RPS).						
D. Understand and maintain appropriate professional boundaries with RPS.						
E. Demonstrate adequate ability to deal with conflict and negotiate differences with RPS.						
F. Demonstrate ability to focus on clients' needs without being unduly influenced by own needs.						
G. Develop adequate case conceptualizations based on one's theoretical orientation.						
H. Develop evidence-based intervention plans specific to the treatment goals.						
I. Effectively implement interventions that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.						
J. Demonstrate the ability to apply the relevant research literature to clinical decision making.						
K. Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking.						
L. Seek and utilize available resources and consultations, including making appropriate referrals when needed, to help achieve treatment goals for RPS.						
M. Assess and evaluate accurately one's own clinical skills, intervention effectiveness, and treatment progress.						

Comments on Strengths and Areas for Growth

<b>7. Supervision</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Demonstrate willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.						
B. Demonstrate knowledge of the supervision process including one's own role and responsibility as trainee.						
C. Use supervision to reflect on areas of strengths and those needing improvement.						
D. Accept non-defensively and follow supervisor's feedback and recommendations to improve clinical work.						
E. Use good judgment as to when supervisory input is necessary and seek supervisor's feedback promptly.						
F. Maintain a good balance in negotiating needs for autonomy from and dependence on supervisors appropriate to one's developmental stage and current clinical competencies.						

Comments on Strengths and Areas for Growth

<b>8. Consultation and Interdisciplinary Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
A. Demonstrate knowledge, respect and appreciation for other professions.						
B. Demonstrate knowledge of consultation models and practices.						
C. Communicate effectively with other professionals, including demonstrating adequate ability to present case materials orally or in written form to other health service providers and avoid use of psychological jargon.						
D. Work collaboratively with other professionals.						

Comments on Strengths and Areas for Growth:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## APPENDIX C: Capstone Grading Rubric Assessment

<b>Student</b>		<b>Date</b>	
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<b>Grader</b>	
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**Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below:**

Below Expectation (BE): Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.

Marginal (MG): Includes some correct elements, but is overall weak

Meets Expectations (ME): No more than minor flaws and reflects reasonable mastery for a student prepared for entry level (LPA) position under supervision of a psychologist.

Exceeds Expectations (EE): Reflects mastery that exceeds expectations for a masters' student moving to -entry level (LPA) position under supervision of a psychologist.

	BE	MG	ME	EE	N/A
<b>I. TESTING</b>					
<b>A. Intelligence Testing</b>					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					
<b>B. Achievement Testing</b>					
1. Identified and described measure					
2. Appropriately reported testing results					
3. Accurate interpretation of testing data					
4. Complete interpretation of data					
<b>C. Personality/Psychopathology Testing</b>					
1. Identified and described measure					
2. Addressed validity of testing data					
3. Appropriately reported testing results					
4. Accurate interpretation of testing data					
5. Complete interpretation of data					
<b>II. SUMMARY AND INTEGRATION</b>					
A. Provides succinct synopsis of evaluation					
B. Integrates data to provide conclusions					
C. Recognizes and explains conflicting data					
D. Addressed limitations of evaluation if issues are present					

	<i>BE</i>	<i>MG</i>	<i>ME</i>	<i>EE</i>	<i>N/A</i>
<b>III. DIAGNOSES</b>					
A. Reasonable based on available data					
B. Justified based on information available					
<b>IV. RECOMMENDATIONS</b>					
A. Follow from diagnoses and other information in report					
B. Clearly described					
C. Can reasonably be followed					
D. Adequately justified					
<b>V. REPORT STYLE, ORGANIZATION, AND MECHANICS</b>					
A. Report was written in a clear and concise manner					
B. Report was appropriately organized					

<b>Grade</b>	<b>Outcome</b>	<b>Conditions</b>
<i>Fail</i>		BE on any item <u>or</u> MG on 6 or more items
<i>Pass</i>		ME or EE on 20 or more items (with no ratings of BE)
<i>High Pass</i>		Passing Grade with a rating of EE on at least 16 items

Comments:

## APPENDIX D: Capstone Grading Rubric Psychotherapy

<b>Student</b>		<b>Presentation Date</b>	
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<b>Grader</b>	
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Evaluate the treatment case presentations relative to masters' student readiness for entry level (LPA) position under the supervision of a psychologist. Score each item using the scale below:	
Below Expectation (BE):	Fails to meet minimum standards for acceptability for a student moving to entry-level practice under supervision of a psychologist.
Marginal (MG):	Includes some correct elements, but is overall weak
Meets Expectations (ME):	No more than minor flaws and reflects reasonable mastery for a student prepared for entry level (LPA) position under supervision of a psychologist.
Exceeds Expectations (EE):	Reflects mastery that exceeds expectations for a masters' student moving to -entry level(LPA) position under supervision of a psychologist.

	BE	MG	ME	EE	N/A
<b>I. REFERRAL INFORMATION</b>					
A. Referral question and appropriateness of referral discussed					
B. Informed consent process discussed					
<b>II. BACKGROUND AND SOCIAL HISTORY</b>					
C. Free of substantial and salient omissions					
D. Sufficient information to justify subsequent conclusions					
<b>III. CLINICAL ASSESSMENT</b>					
E. Clinical decision-making adequately and accurately informed by background information					
F. Described signs and symptoms related to referral question					
G. Information regarding onset, course, and severity of symptoms to justify subsequent conclusions					
H. Sufficient coverage of functioning to justify subsequent conclusions					
I. Diagnosis assigned and those ruled out adequately justified					
J. Risk to self or others and risk management discussed as appropriate					
<b>IV. TREATMENT PLAN</b>					
K. Treatment plan developed in collaboration with client and based on clinical assessment and empirically supported treatments					
L. Treatment goals and time frame appropriate					

	<i>BE</i>	<i>MG</i>	<i>ME</i>	<i>EE</i>	<i>N/A</i>
<b>M.</b> Plan for monitoring assessment of progress and criteria for terminating treatment					
<b>N.</b> Research supporting use of treatment for client problem(s) discussed					
<b>V. TREATMENT IMPLEMENTATION</b>					
<b>O.</b> Treatment process discussed					
<b>P.</b> Treatment effectiveness discussed					
<b>Q.</b> Treatment termination discussed					
<b>R.</b> Treatment referral discussed					
<b>VI. ETHICAL AND MULTICULTURAL CONSIDERATIONS</b>					
<b>S.</b> Addressed issues of diversity where applicable					
<b>T.</b> Addressed any ethical issues appropriately					
<b>VII. RETROSPECTIVE ANALYSIS</b>					
<b>U.</b> Discussed areas of clinical success					
<b>V.</b> Discussed areas for improvement/change					

	<b>Outcome</b>	<b>Conditions</b>
<b>Fail</b>		BE on any item <u>or</u> MG on 5 or more items
<b>Pass</b>		ME or EE on 18 or more items (with no ratings of BE)
<b>High Pass</b>		Passing Grade with a rating of EE on at least 13 items

**Comments:**

## APPENDIX E: Mental Health Resources with Low Cost or Sliding Scale Fees

Grace Psychological Services

Director, Gracie Reyes-McDonald, PhD

281-815-0899

26010 Oak Ridge Drive, Ste. 107 The Woodlands, TX 77380

[www.gracepsychological.com](http://www.gracepsychological.com)

Accepts most insurances and offers low-cost therapy options

Barbara Hall, PhD

832-999-4031

25511 Budde Rd STE 1902, The Woodlands, TX 77380

Offers sliding scale

Alicia Snow, PhD

713-240-8609

502 Mason Street, Tomball, TX 77375

<https://www.aliciasnow.com>

Sliding scale; in-network with most insurance.

Karen Anderson-Dunphy, LPC

936-581-1951

1211 Financial Plz, Huntsville, TX 77340

Blue Cross Blue Shield only

Felicia Antwi, MA, LPC

936-427-3110

512 11th Street, Huntsville, Texas 77340

Sliding Scale; in-network with most insurance.

Mervin Cleveland Jr, LPC

936-909-6245

3010 Montgomery Road, Huntsville, Texas 77340

Sliding Scale; In-Network with most major insurance.

Josie Erb, LPC

936-228-4592

114 Willowbend, Huntsville, TX 77320

Sliding Scale; Blue Cross Blue Shield only.

Jennifer Henson, LPC, LMFT

936-291-7928

1325 Windsor Street, Huntsville, TX 77340

Sliding Scale; In-Network with most major insurance.

Bob Robinson, LPC

936-228-3938 x77301

3010 Montgomery Road, Huntsville, Texas 77340  
Sliding Scale; In-Network with most major insurance. Does substance abuse counseling

Jesse Robinson, PsyD  
Action Psychological Services  
1755 Woodstead Ct., Suite 210  
The Woodlands, TX 77380  
346.831.2862  
Discounted fees for students; In-Netork with most major insurance

### **Training Clinics offering Telehealth at Sliding Scale:**

Jack S. Staggs Counseling Clinic at SHSU  
939-294-1121  
1932 Bobby K Marks Dr., Huntsville, TX 77340 &  
<https://www.shsu.edu/academics/education/counselor-education/jack-staggs-counseling-clinic.html>

This is a training facility for Masters and Doctoral level students in counseling at SHSU. Counselor Education faculty supervise sessions. The Counseling Clinic offers free services to students and the community.

Sleep and Anxiety Center of Houston  
713-743-3400 or email [SACH@times.uh.edu](mailto:SACH@times.uh.edu) for appointments  
This is a training clinic for doctoral students in UH's Clinical Psychology program. Care typically focuses on difficulties with sleep and/or anxiety. Telehealth appointments are offered.  
<https://www.uh.edu/class/psychology/clinical-psych/research/sach/clinical-services/>

The University of Houston Psychology Research and Clinical Services Center  
832-990-1076  
This is a training clinic for doctoral students in UH's Clinical Psychology program. Telehealth appointments are offered.  
<https://www.psychologytoday.com/us/therapists/uh-psychological-research-clinical-services-houston-tx/953289>

Texas A&M University Psychology Clinic  
979-845-8017  
This is a training clinic for doctoral students in Texas A&M's Clinical Psychology program. Students are supervised by licensed psychologists. Telehealth appointments are offered.  
<https://liberalarts.tamu.edu/psychology/psychology-clinic/>

Psychology Clinic at University of North Texas

940-565-2631

This is a training clinic for doctoral students in UNT's Clinical Psychology and Counseling Psychology programs. Telehealth appointments are offered.

<https://psychology.unt.edu/clinics-and-centers/psychology-clinic>

### **Psychiatry**

Tri-County Services 936-

291-5800

7045 Hwy 75 South, Huntsville, TX 77340

Major Depression, Schizophrenia, or Bipolar Disorder ONLY <http://www.tricountyservices.org/>

Conroe Psychiatry 936-

494-1773

800 Riverwood CT Conroe, TX 77304

<https://conroepsychiatry.com>

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## APPENDIX F: ETHICAL GUIDELINES